

**IDAHO STANDARDS FOR INITIAL CERTIFICATION OF
PROFESSIONAL SCHOOL PERSONNEL**



Idaho State Board of Education

Idaho State Department of Education

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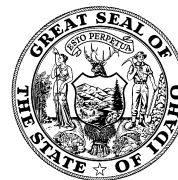
Idaho State Department of Education

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Standards for Initial Certification of Professional School Personnel

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Idaho Standards for Initial Certification of Professional School Personnel

Summary & Background

Overview of the past standards

The past standards for initial certification in Idaho were based on the 1989 National Association of State Directors of Teacher Education and Certification (NASDTEC) standards. The old standards were "input-based", meaning a candidate was recommended for initial certification based on credits and content of courses successfully completed (transcript review).

Example - Past (input-based) Standard Format, Biological Science:

Twenty (20) semester credit hours to include at least six (6) credit hours of course work in EACH of the following areas: Botany and Zoology (some course work in physiology is also recommended).

The standards were seriously outdated, and Idaho was in danger of losing its partnership with the National Council for Accreditation of Teacher Education (NCATE), which is the nationally recognized teacher education program accreditation body. In addition to being a benchmark for program quality, NCATE partnership helps Idaho program graduates gain certification reciprocity opportunities with other states.

Overview and format of the new standards

The new standards are based on the Interstate New Teacher Assessment and Support Consortium (INTASC) model. These standards reflect a move to "performance-based" standards, meaning a candidate is recommended for initial certification based on the demonstration of what they know and are able to do.

Each proposed standard is broken down into three areas:

- Knowledge (what the candidate needs to know)
- Disposition (how the candidate views teaching/the profession, the content area, and/or students & their learning)
- Performance (what the candidate is able to do).

The performance, therefore, is the demonstration of the knowledge and dispositions of a standard. As the demonstration of a standard, the performances will also guide a teacher-education program review team when evaluating for program accreditation.

Example - New (performance-based) Standard Format, Physical Education:

Knowledge:

1. The [physical education] teacher *understands* the components of physical fitness and their relationship to a healthy lifestyle.

Disposition:

1. The [physical education] teacher *recognizes* that participation in regular physical activity and physical fitness is essential to the health and well-being of individuals.

Performance:

1. The [physical education] teacher models a variety of physical activities (e.g. aquatics, sports, games, lifelong activities, dance, rhythmical activities, and outdoor/adventure activities).

Core Teacher Standards

The "Idaho Core Teacher Standards" apply to **ALL** teacher certification areas. These are the 10 basic standards all teachers must know and be able to do, regardless of their specific content areas. These standards are described in more detail with knowledge, dispositions, and performances in the first section of this packet. The summary of each standard is:

- **Standard #1: Knowledge of Subject Matter** - *The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.*
- **Standard #2: Knowledge of Human Development and Learning** - *The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.*
- **Standard #3: Adapting Instruction for Individual Needs** - *The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners with diverse needs.*
- **Standard #4: Multiple Instructional Strategies** - *The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.*
- **Standard #5: Classroom Motivation and Management Skills** - *The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.*
- **Standard #6: Communication Skills** - *The teacher uses a variety of communication techniques including verbal, nonverbal, and media to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.*
- **Standard #7: Instructional Planning Skills** - *The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.*
- **Standard #8: Assessment of Student Learning** - *The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.*
- **Standard #9: Professional Commitment and Responsibility** - *The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.*
- **Standard #10: Partnerships** - *The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well being.*

The teacher candidate must also meet "Enhancement" standards in order to become certified in a specific content area. The Core Teacher Standards outline what **every** teacher needs to know and be able to do. The Enhancement Standards outline what teachers need to know and be able to do in their content areas (such as Math, Science, Language Arts, etc.).

Enhancement Standards

The Core Teacher Standards apply to **ALL** teacher certification areas. The Enhancements for each content certification area are behind the Core Standards in this packet, alphabetically.

Enhancement Standards refer to additional knowledge, dispositions, and performances a teacher must know in order to teach a certain content area. The Enhancement Standards, therefore, further "enhance" the Core Standard.

Example of content area Enhancements:

➤ **Standard #1: Knowledge of Subject Matter** - *The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.*
In other words, Core Standard #1 basically states that the teacher must know the subject and how to create meaningful learning experiences.

Examples an Enhancement to Standard #1:

For Language Arts: The teacher integrates reading, writing, speaking, listening, viewing, and language study.

For Math: The teacher applies the process of measurement to two-and three-dimensional objects using customary and metric units.

In this way, the Idaho Core Teacher Standards and Enhancements are "layered" to describe what a teacher in the content area must know and be able to do in order to be recommended to the state for initial certification.

Important enhancements for several content areas do not fall under the ten Core Teacher Standards. For example, a science teacher must provide a safe learning environment in relation to labs, materials, equipment, and procedures. This does not fall under an area that **every** teacher needs to know. Therefore, it is Standard # 11 under Science. (See the graph for further illustration and titles of additional standards in subject areas.)

In no case are there more than 12 overall Standards for any subject area.

Pupil Personnel and Administrator Certification Standards

There are several certification standards for pupil personnel professionals and school administrators that are also addressed through the Idaho teacher certification processes.

- School Administrators
- School Counselors
- School Nurses
- School Psychologists
- School Social Workers

Because of the unique role of these professionals, their standards are independent of the Core Standards but are still written in the same performance-based format: Knowledge, Dispositions, and Performances.

The process of Idaho standards development

These standards were developed in 1999 & 2000 with task groups from around the state composed of a variety of Idaho education stakeholders including teachers, higher education representatives, parents, school administrators, business people, and others.

Each task group averaged 5-10 people, for a total of over 250 participants statewide.

Members of the Idaho's MOST Standards Committee formed by the State Board of Education and standards-writing Task Groups together have dedicated a total of over 4,000 volunteer hours on development of these standards.

Standards for Initial Certification of Professional School Personnel

Foundation areas and Enhancements to Core Standards

CORE STANDARDS	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11	#12	Page
Bilingual Education	X	X	X	X						X			13
Communication Arts	X												18
Journalism	X												20
Speech & Debate	X												23
Driver Education	X		X	X		X	X	X	X	X	Safety		26
Early Childhood/Blended	X	X	X	X	X	X	X	X		X			29
Elementary Ed	X	X											34
Foreign Language	X	X	X	X				X		X			37
Gifted & Talented	X	X	X	X			X	X		X			41
Health	X				X	X	X		X	X			45
Language Arts	X	X		X				X	X				48
Library Science	X	X	X	X	X	X	X	X	X	X	Leadership		53
Math	X			X							Critical Links		59
Physical Education	X	X	X		X		X	X			Safety		63
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Agricultural Science & Technology	X												73
Business Technology	X												75
Family & Consumer Sciences	X												77
Marketing	X												79
Technology Education	X												81
Science	X	X		X		X			X		Safety	Labs	83
Biology	X												89
Chemistry	X												92
Earth/Space Systems	X												94
Natural Science	X												97
Physical Science	X												98
Physics	X												99
Social Studies	X	X											101
Economics	X												104
Geography	X												106
Government/Civics	X												108
History	X												110
Special Education	X		X	X	X	X	X	X		X			112
Generalist	X	X		X	X		X	X		X			112
Blind & Visually Impaired	X	X	X	X			X	X		X			120
Deaf & Hard of Hearing	X	X	X	X	X	X		X		X			125
Visual/Performing Arts	X				X		X	X	X	X	Safety		130
Drama	X												134
Music	X							X					136
Visual Arts	X												139
Other Endorsement Areas													141

Pupil Personnel Certification Standards Independent of Core Teaching Standards

School Administrators	6 Independent Standards	143
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Special Education Directors		156
School Counselors	12 Independent Standards	159
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Idaho Core Teacher Standards

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge, disposition, and performance statements for the Core Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands the Idaho Student Achievement Standards in his/her discipline(s).
2. The teacher understands the role of the discipline in preparing students for the global community of the future.
3. The teacher understands concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline taught.
4. The teacher understands the relationship of disciplinary knowledge to other subject areas and to real-life situations.
5. The teacher understands the relationship between the discipline and basic technology operations and concepts.

Disposition

1. The teacher realizes that subject knowledge is not a fixed body of facts but is complex and ever evolving.
2. The teacher is committed to continuous learning to stay abreast of new ideas and perspectives in the field.
3. The teacher seeks ways to apply learning to life experiences.
4. The teacher seeks connections among the disciplines.
5. The teacher has enthusiasm for the discipline(s) taught.

Performance

The teacher utilizes the Idaho Student Achievement Standards to identify appropriate content.

1. The teacher presents information that is accurate and relevant.

3. The teacher effectively links discipline concepts to students' prior learning and makes connections to everyday life and the global community.
4. The teacher presents differing viewpoints, theories, ways of knowing, and methods of inquiry in his or her teaching of subject matter.
5. The teacher evaluates teaching resources and curriculum materials for their accuracy, comprehensiveness, and usefulness for representing particular ideas and concepts.
6. The teacher engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.
7. The teacher develops and uses curricula that encourage students to recognize, question, and interpret ideas from diverse perspectives.
8. The teacher creates and implements interdisciplinary learning opportunities that allow students to integrate knowledge, skills, and methods of inquiry.
9. The teacher integrates content representing a diversity of cultures, ethnic backgrounds, family lifestyles, and disabilities.
10. The teacher models new technologies and integrates them into instruction.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. The teacher understands multiple perspectives on how learning occurs.
2. The teacher understands that students' physical, social, emotional, moral, and cognitive development influence learning and instructional decisions.
3. The teacher knows progressions and ranges of individual variation within physical, social, emotional, moral, and intellectual development and their interrelationships.
4. The teacher understands how students' conceptual frameworks and misconceptions regarding an area of knowledge can influence their learning.

Disposition

1. The teacher appreciates individual variation within each domain of development.
2. The teacher is responsive to the diverse learning and developmental needs of students.
2. The teacher is committed to supporting students' self-confidence and competence across all developmental areas.

Performance

1. The teacher assesses individual and group performance in order to design instruction that meets all students' needs.
2. The teacher stimulates student reflection and teaches students to evaluate and be responsible for their own learning.
3. The teacher identifies levels of readiness in learning and designs lessons that are developmentally appropriate.
3. The teacher creates a positive learning environment that supports students' self-confidence and competence across all developmental areas.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Knowledge

1. The teacher understands and knows how to identify differences in approaches to learning and performance and how to design instruction that considers students' strengths and needs as a basis for growth.
2. The teacher knows about areas of exceptionality (e.g., learning disabilities, visual and perceptual difficulties, emotional and behavioral problems, physical and cognitive delays, and giftedness).
3. The teacher knows strategies to support the learning of students whose first language is not English.
4. The teacher understands how students' learning is influenced by individual experiences, and prior learning as well as by language, culture, family and community values, and socioeconomic background.

Disposition

1. The teacher acknowledges his or her responsibility to ensure that all students learn and is open to expertise that supports student learning (e.g., the school counselor, school psychologist, community professionals).
2. The teacher recognizes that teacher expectations influence student learning.
3. The teacher accepts students as individuals with differing backgrounds, skills, and interests.
4. The teacher is sensitive to community and cultural norms.

Performance

1. The teacher identifies and designs instruction appropriate to students' stages of development, strengths, needs, and cultural backgrounds.

2. The teacher makes modifications to lessons for individual students who have particular learning differences or needs.
3. The teacher accesses appropriate services or resources to meet students' needs.
4. The teacher uses information about students' families, cultures, and communities as a basis for connecting instruction to students' experiences.
5. The teacher creates a learning community in which individual differences are respected.
6. The teacher persists in helping all students achieve success.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Knowledge

1. The teacher understands how instructional strategies impact processes associated with various kinds of learning.
2. The teacher understands the techniques and applications of various instructional strategies (e.g., cooperative learning, direct instruction, discovery learning, whole group discussion, independent study, interdisciplinary instruction, manipulatives, and sheltered English).
2. The teacher knows how to enhance learning through the use of a wide variety of materials, human resources, and technology.

Disposition

1. The teacher recognizes the importance of knowing multiple strategies to promote learning at different levels.

Performance

1. The teacher evaluates methods for achieving learning goals and chooses various teaching strategies, materials, and technologies to meet instructional purposes and student needs.
2. The teacher uses multiple teaching and learning strategies to engage students in learning.
3. The teacher uses a variety of instructional tools and resources (e.g., computers, audio-visual technologies, new technologies, local experts, primary documents and artifacts, texts, reference books, literature, and other print documents).

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. The teacher understands the principles of effective classroom management (e.g., strategies that promote positive relationships, cooperation, conflict resolution, and purposeful learning).

2. The teacher understands the principles of motivation, both extrinsic and intrinsic, and human behavior.
3. The teacher recognizes factors and situations that are likely to promote or diminish intrinsic motivation and knows how to help students become self-motivated.
4. The teacher knows the components of an effective classroom management plan.
5. The teacher understands how social groups function and influence individuals, and how individuals influence groups.
6. The teacher understands how participation, structure, and leadership promote democratic values in the classroom.
5. The teacher understands the relationship between classroom management, school district policies, and building rules and procedures governing student behavior.

Disposition

1. The teacher recognizes his/her responsibility in creating and maintaining a physically and emotionally safe classroom environment.
2. The teacher recognizes the importance of leadership, participation, and a democratic process appropriate to the classroom and school.
3. The teacher acknowledges the role of students in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.
4. The teacher recognizes the value of intrinsic motivation to students' lifelong growth and learning.
5. The teacher is committed to the continuous development of individual students' abilities and considers how different strategies encourage self-motivation.
6. The teacher respects school district policies and building rules and procedures in governing student behavior.

Performance

1. The teacher establishes a positive and safe climate in the classroom and participates in maintaining a healthy environment in the school as a whole.
2. The teacher designs and implements a classroom management plan that maximizes class productivity by organizing, allocating, and managing the resources of time, space, and activities and by clearly communicating curriculum goals and objectives.
3. The teacher utilizes a classroom management plan consistent with school district policies and building rules and procedures governing student behavior.
4. The teacher creates a learning community in which students assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, resolve conflicts, and engage in purposeful learning activities.

5. The teacher organizes, prepares students for, and monitors independent and group work that allows for the full and varied participation of all individuals.
6. The teacher engages students in individual and cooperative learning activities that help them develop the motivation to achieve (e.g., relating lessons to real-life situations, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them).
7. The teacher analyzes the classroom environment, making adjustments to enhance social relationships, student self-motivation and engagement, and productive work.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Knowledge

1. The teacher understands communication theory and the role of language in learning.
2. The teacher understands the communication needs of diverse learners.
3. The teacher knows how to use a variety of communication tools (e.g., audio-visual technology, computers, and the Internet) to support and enrich learning opportunities.
4. The teacher understands strategies for promoting student communication skills.

Disposition

1. The teacher recognizes the power of language for fostering self-expression, identity development, and learning.
2. The teacher appreciates the ways in which people seek to communicate.
3. The teacher appreciates the influence of cultural diversity on communication.
5. The teacher recognizes the importance of verbal as well as nonverbal communication.

Performance

1. The teacher is a thoughtful and responsive listener.
2. The teacher adjusts communication so that it is age and individually appropriate.
3. The teacher models effective communication strategies in conveying ideas and information and in asking questions to stimulate discussion and promote higher-order thinking.
4. The teacher supports and expands student skills in speaking, writing, reading, and listening, and in using other mediums.
5. The teacher demonstrates the ability to communicate effectively orally and in writing.
6. The teacher adjusts communication in response to cultural differences (e.g., appropriate use of eye contact and interpretation of body language).

6. The teacher uses a variety of communication tools (e.g., audio-visual technologies, computers, and the Internet) to support and enrich learning opportunities.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Knowledge

1. The teacher understands how to apply knowledge about subject matter, learning theory, instructional strategies, curriculum development, and child and adolescent development to meet curriculum goals.
2. The teacher knows how to take into account such elements as instructional materials; individual student interests, needs, and aptitudes; and community resources in planning instruction that creates an effective bridge between curriculum goals and student learning.
3. The teacher knows when and how to adjust plans to maximize student learning.
4. The teacher understands how curriculum alignment across grade levels and disciplines maximizes learning.

Disposition

1. The teacher recognizes the importance of long-term and short-term planning for student learning.
2. The teacher recognizes the importance of state student achievement standards and district goals in instructional planning.
3. The teacher recognizes that plans must always be open to adjustment and revision based on student needs and input and changing circumstances.
4. The teacher appreciates planning as a collaborative activity.

Performance

1. The teacher, as an individual and a member of a team, selects and creates learning experiences that are appropriate for curriculum goals, relevant to students, and based on principles of effective instruction and performance modes.
2. The teacher creates short-range and long-range instructional plans, lessons, and activities that are differentiated to meet the developmental and individual needs of diverse students.
3. The teacher responds to unanticipated sources of input by adjusting plans to promote and capitalize on student performance and motivation.
4. The teacher establishes student assessments that align with curriculum goals and objectives.

5. The teacher develops instructional plans based on student assessment and performance data.
6. The teacher integrates multiple perspectives into instructional planning with attention to students' personal, family, and community experiences and cultural norms.
7. The teacher uses information from students, parents, colleagues, and school records to assist in planning instruction to meet individual student needs.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Knowledge

1. The teacher understands the purposes of formative and summative assessment and evaluation.
2. The teacher knows how to use multiple strategies to assess individual student progress.
3. The teacher understands the characteristics, design, purposes, advantages, and limitations of different types of assessment strategies.
4. The teacher knows how to use assessments in designing and modifying instruction.
5. The teacher knows how to select, construct, and use assessment strategies and instruments appropriate to students and their learning outcomes (e.g., Direct Writing and Math Assessments, end of course assessments, ISAT).
6. The teacher understands measurement theory and assessment-related concepts such as validity, reliability, bias, and scoring.
7. The teacher knows how to communicate assessment information and results to students, parents, colleagues, and others.
8. The teacher knows how to apply technology to facilitate effective assessment and evaluation strategies.

Disposition

1. The teacher is committed to ongoing assessment as essential to the instructional process.
2. The teacher recognizes that a variety of different assessment strategies are necessary for monitoring and promoting student learning.
3. The teacher is committed to using assessment strategies and communicating results to promote student growth rather than limit student learning opportunities.
4. The teacher respects the ethical issues related to assessment (e.g., confidentiality, labeling, and use of assessment results).

Performance

1. The teacher selects, constructs, and uses a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessment, peer assessment, standardized tests, and tests written in primary language) to enhance knowledge of individual students, evaluate student performance and progress, and modify teaching and learning strategies.
2. The teacher uses multiple assessment strategies to measure students' current level of performance in relation to curriculum goals and objectives.
3. The teacher evaluates the effect of instruction on individuals and the class as a whole using a variety of assessment strategies.
4. The teacher appropriately uses assessment strategies to allow students to become aware of their strengths and needs and to encourage them to set personal goals for learning.
6. The teacher monitors student assessment data and adjusts instruction accordingly.
7. The teacher maintains records of student work and performance, and communicates student progress to students, parents, colleagues, and others.
9. The teacher utilizes technology to facilitate a variety of effective assessment and evaluation strategies.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Knowledge

1. The teacher knows The Code of Ethics for Idaho Professional Educators.
2. The teacher knows a variety of self-assessment strategies for reflecting on the practice of teaching.
3. The teacher is aware of the personal biases that affect teaching and know the importance of presenting issues with objectivity, fairness, and respect.
4. The teacher knows where to find and how to access professional resources on teaching and subject matter.
5. The teacher understands the need for professional activity and collaboration beyond the school.
6. The teacher knows about professional organizations within education and his or her discipline.
7. The teacher understands the dynamics of change and recognizes that the field of education is not static.
8. The teacher knows how to use technology to enhance productivity and professionalism.

Disposition

1. The teacher is committed to adhering to The Code of Ethics for Idaho Professional Educators.
2. The teacher recognizes the importance of critical thinking and self-directed learning.
3. The teacher is committed to ongoing reflection, assessment, and learning as a process.
4. The teacher recognizes the importance of working with professionals.
5. The teacher is committed to seeking, developing, and continually refining practices that address individual student needs.
6. The teacher recognizes the professional responsibility for engaging in and supporting appropriate practices for self and colleagues.
7. The teacher has enthusiasm for learning and the discipline taught.
8. The teacher embraces lifelong learning.

Performance

1. The teacher practices behavior congruent with The Code of Ethics for Idaho Professional Educators.
2. The teacher adheres to local, state, and federal laws.
3. The teacher uses a variety of sources for evaluating his/her teaching (e.g., classroom observation, student achievement data, information from parents and students, and research).
4. The teacher uses self-reflection as a means of improving instruction.
5. The teacher participates in meaningful professional development opportunities in order to learn current, effective teaching practices.
6. The teacher stays abreast of professional literature, consults colleagues, and seeks other resources to support development as both a learner and a teacher.
7. The teacher engages in professional discourse about subject matter knowledge and pedagogy.
8. The teacher uses technology to enhance productivity and professionalism.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Knowledge

1. The teacher understands the relationships between schools, families, and the community and how such relationships foster student learning.
2. The teacher knows the structure and the historical and political context of local, state, and national educational systems and the role of education in society.
3. The teacher knows that factors other than the formal education system (e.g., socioeconomic status, culture, and family) influence students' lives and learning.
4. The teacher knows how to plan for the effective use of professionals, paraprofessionals, volunteers, and peer tutors.
5. The teacher understands laws related to students' rights and teachers' responsibilities.
6. The teacher knows how to respond respectfully to a parent, community members, or another educator in conflict situations.
7. The teacher understands the importance of interacting in a professional manner in curricular and extracurricular settings.
8. The teacher knows signs of emotional distress, child abuse, substance abuse, and neglect in students and how to follow the procedures to report known or suspected abuse or neglect to the appropriate authorities.
9. The teacher understands the social, ethical, legal, and human issues surrounding the use of technology in schools.

Disposition

1. The teacher appreciates input from parents/guardians and others knowledgeable about the student.
2. The teacher recognizes the importance of the relationship between school and community.
3. The teacher is sensitive to the ethical and moral culture of the community.
4. The teacher recognizes the importance of interacting in a professional manner in curricular and extracurricular settings.
5. The teacher recognizes the importance of students' experiences.
6. The teacher shows concern for each student's well-being.

Performance

1. The teacher uses information about students and links with community resources to meet student needs.
2. The teacher actively seeks to develop productive, cooperative, and collaborative partnerships with parents/guardians in support of student learning and well-being.

3. The teacher effectively uses professionals, paraprofessionals, volunteers, and peer tutors to promote student learning.
4. The teacher respects the privacy of students and the confidentiality of information.
5. The teacher works with colleagues, other professionals, parents, and volunteers to improve the overall school learning environment for students.
6. The teacher develops rapport with students (e.g., talks with and listens to students and is sensitive and responsive to clues of distress).
7. The teacher acts as an advocate for students.
8. The teacher applies an understanding of the social, ethical, legal, and human issues surrounding the use of technology in schools.

Idaho Standards for Bilingual Education and ENL (English as a New Language) Teachers

In addition to the standards listed here, bilingual education and ENL teachers must meet Idaho Core Teacher Standards.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands the evolution and existence of bilingual and ENL programs.
2. The teacher knows the key linguistic structures, articulatory system, and vocabulary of the English language.
3. The teacher understands and knows how to identify differences in bilingual programs and ENL approaches (Bilingual: dual language, maintenance, transitional, early and late exit, etc.; ENL: sheltered English, academic support, tutorial, extended day, etc.).
4. The teacher understands the variety of purposes that languages serve, distinguishing between functions and contextual usage of social and academic language.
5. (Bilingual only) The teacher possesses the language competency and vocabulary in students' native languages necessary to facilitate learning in the content area(s).
6. (Bilingual only) The teacher understands the various registers, dialects, structures, vocabulary, and idioms of both the students' native language and English.
7. (ENL only) The teacher understands the various registers, dialects, structures, vocabulary, and idioms of the English language.

Disposition

1. The teacher appreciates the importance of understanding the evolution and existence of bilingual and ENL programs.
2. The teacher appreciates the similarities and differences between cultures as well as the contributions of various cultures.
3. The teacher recognizes the interconnectedness of learning ENL with all content areas.

Performance

1. The teacher uses knowledge of content areas to establish goals, design curricula and instruction, and facilitate student learning in a manner that builds on students' linguistic and cultural diversity.

2. The teacher demonstrates an understanding of the variety of purposes that languages serve, distinguishing between functions and contextual usage of social and academic language.
3. (Bilingual only) The teacher designs and implements activities that promote cultural exploration, listening, speaking, reading, and writing skills in both languages.
4. (Bilingual only) The teacher uses both English and students' native languages and encourages students to use both languages in the learning process.
5. (ENL only) The teacher designs and implements activities that promote observation, listening, speaking, reading, and writing skills in English.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. The teacher understands the processes of language acquisition and development, and the role these processes play in students' educational experiences.
2. The teacher understands the advantages of biliteracy.

Disposition

1. The teacher respects linguistic and dialectical differences.
2. The teacher appreciates students' growth in both their primary and new language(s).
3. The teacher appreciates the important role of a first language and how it interacts with and influences the process of learning a new language.
4. The teacher values biliteracy.

Performance

1. The teacher plans and delivers instruction using knowledge of the impact of language and culture on human development.
2. The teacher integrates language and content instruction appropriate to the students' stages of language acquisition.
3. The teacher encourages students to use their first language as a resource to promote academic learning.
4. The teacher uses strategies and approaches that promote biliteracy, and ultimately, English language acquisition.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Knowledge

1. The teacher understands that a student's primary culture plays a crucial role in adaptation and acculturation.
2. The teacher understands how culture influences student cognition.
3. The teacher understands stages of cultural adaptation and motivation to learn a new language.
4. The teacher knows how to apply the dynamics of culture in structuring successful academic experiences.
5. The teacher understands the distinction between issues of learning disabilities and English language development.

Disposition

1. The teacher respects the value of diverse cultures to language learning.
2. The teacher is committed to learning about students' native countries, languages, and cultures.

Performance

1. The teacher fosters an environment that promotes an appreciation of cultures.
2. The teacher promotes respect for diverse cultures by facilitating open discussion, treating all students equitably, and addressing individual student needs.
3. The teacher uses knowledge of cultural adaptation to plan and implement appropriate learning activities.
4. The teacher designs student activities that promote student interaction within authentic contexts.
5. The teacher distinguishes between issues of learning disabilities and English language development.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Knowledge

1. The teacher knows how to adapt lessons, textbooks, and other instructional materials to meet the needs of language learners.

Disposition

1. The teacher recognizes the need for appropriate instructional materials and methods for language learners.

Performance

1. The teacher selects, adapts, creates and uses rich and varied resources related to content areas.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. (same as Core)

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom. (same as Core)

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies. (same as Core)

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Knowledge

1. The teacher understands variations in assessment of student progress that may be related to cultural and linguistic differences.
2. The teacher knows the various instruments to measure language dominance and levels of proficiency.

Performance

1. The teacher uses a combination of observation and other assessments to make decisions about pre-referral, referral, and placement for the purpose of accessing bilingual/ENL programs.
2. The teacher selects and administers assessments suited to the students' culture, literacy and communication skills, and practical and academic needs.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching. (same as Core)

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Knowledge

1. The teacher understands how diverse family units function.

Disposition

1. The teacher recognizes the importance of family involvement in students' education and language acquisition in both the school and community.

Performance

1. The teacher creates linkages with families and the community that enhance language educational experience for all students.
2. The teacher assists other educators and students in understanding the importance of culture and respect for culturally diverse students and families.

GLOSSARY OF TERMS**Articulatory System**

The process by which the sounds of a language are produced.

Bilingual Education Program

An education program that uses the student's primary language to some degree to promote the acquisition of academic subject matter or literacy while the student gains English proficiency.

Biliteracy

The development of literacy skills in two languages.

Dominant Language

An individual's most developed language.

Dual Language Program

A bilingual education program in which two languages are used equally.

Early Exit Program

A (K-3) transitional bilingual program.

English as a New Language (ENL)

Refers to a curriculum or course designed to teach English to English language learners at various English language proficiency levels. Term recognizes that English may be the second, or in some cases, third language.

Late Exit Program

A (K-12) maintenance bilingual program.

Register

Refers to the dialect or style of speaking the speaker may use in different contexts.

Sheltered English

An approach designed to teach content area concepts, adapting and modifying English language usage based on students' individual needs.

Idaho Foundation Standards for Communication Arts Teachers

In addition to the standards listed here, communication arts teachers must meet Idaho Core Teacher Standards and one of the following: (1) Idaho Standards for Journalism Teachers or (2) Idaho Standards for Speech and Debate Teachers.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands how values and ethics affect communication.
2. The teacher understands the importance of audience analysis and adaptation in differing communication contexts.
3. The teacher knows the components and processes of communication.
4. The teacher understands the interactive roles of perceptions and meaning.
5. The teacher understands how symbolism and language affect communication.
6. The teacher understands the role of organization in presenting concepts, ideas, and arguments.
7. The teacher knows methods and steps of problem solving in communication arts.

Disposition

1. The teacher recognizes the importance of modeling and teaching ethical principles and conduct in the communication process.
2. The teacher appreciates that communication is multidisciplinary and fundamental.

Performance

1. The teacher emphasizes to students the importance of values and ethics relevant to the communication process (e.g., speeches, interpersonal interactions, journalistic writing, and debate).
2. The teacher provides instruction and practice in conducting and applying research.
3. The teacher creates lessons that stress the importance of audience analysis and adaptation.
4. The teacher presents communication as a process consisting of integral components.
5. The teacher explains various methods of organization and their effects on the communication process.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development. (same as Core)

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences. (same as Core)

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning. (same as Core)

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. (same as Core)

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom. (same as Core)

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies. (same as Core)

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness. (same as Core)

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching. (same as Core)

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being. (same as Core)

Idaho Standards for Journalism Teachers

In addition to the standards listed here, journalism teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Communication Arts Teachers.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher comprehends the fundamentals of journalistic style (e.g., news, feature, and editorial writing).
2. The teacher understands the elements of design and layout.
3. The teacher understands the purposes and elements of photojournalism (e.g., composition and processing).
4. The teacher understands the purposes, types, and rules of headline and caption writing.
5. The teacher possesses knowledge of interviewing skills.
6. The teacher knows how to organize and equip a production area.
7. The teacher knows how to organize and supervise a student staff (e.g., editors, writers, photographers, and business personnel).
8. The teacher knows how to adapt journalistic techniques to various media (e.g., radio, television, and the Internet).
9. The teacher understands advertising and finance.
10. The teacher knows the fundamentals of editing.
11. The teacher understands processes of effective critiquing.
12. The teacher understands journalistic law.

Disposition

1. The teacher recognizes journalism as a means to inform, interpret, educate, and entertain.
2. The teacher recognizes journalism as an essential forum within a democratic society.

Performance

1. The teacher instructs students in the fundamentals of journalistic style.

2. The teacher presents and requires students to apply the techniques of design and layout.
3. The teacher integrates the purposes and elements of photojournalism into the production process.
4. The teacher instructs students in the purposes, types, and rules of headline and caption writing.
5. The teacher provides opportunities for students to practice and use interviewing skills.
6. The teacher teaches editing skills and provides opportunities for student practice.
7. The teacher provides opportunities for students to critique and evaluate student and professional work.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development. (same as Core)

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences. (same as Core)

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning. (same as Core)

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. (same as Core)

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom. (same as Core)

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies. (same as Core)

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness. (same as Core)

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching. (same as Core)

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being. (same as Core)

Idaho Standards for Speech and Debate Teachers

In addition to the standards listed here, speech and debate teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Communication Arts Teachers.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands the models of interpersonal communication.
2. The teacher knows the processes of hearing and listening.
3. The teacher knows the nature of conflict and conflict resolution strategies in the speech process.
4. The teacher knows the dynamics of group communication (e.g., roles, functions, systems, developmental stages, and problem solving).
5. The teacher understands rhetorical theories and practices.
6. The teacher understands types of public speaking (e.g., informative, persuasive, and ceremonial).
7. The teacher understands the steps of speech preparation, rehearsal, presentation, and constructive feedback.
8. The teacher understands the necessity of adapting public speaking styles and skills to various media.
9. The teacher understands the principles of competitive debate theory (e.g., categories and styles of debate).
10. The teacher knows the theories and practices of argumentation.
11. The teacher knows the precepts of logical reasoning (e.g., syllogistic, categorical, disjunctive, and fallacies).
12. The teacher knows the various types of competitive speaking events (e.g., impromptu, extemporaneous, oratory, and debate).
13. The teacher knows how to identify and minimize communication anxiety.

Disposition

1. The teacher appreciates the importance of the process of interpersonal communication.

2. The teacher recognizes the vital nature of effective listening practices.
3. The teacher appreciates the importance and relevance of forensic speaking activities.
4. The teacher recognizes speech and debate as means of fostering citizenship within a democratic society.

Performance

1. The teacher instructs in the process of effective interpersonal communication (e.g., effective listening, components of verbal and nonverbal communication, and conflict resolution).
2. The teacher explains the components and dynamics of group communication and provides opportunities for student implementation.
3. The teacher provides opportunities for students to prepare, practice, and present various types of speeches.
4. The teacher provides instruction in presenting for various media.
5. The teacher instructs in the theory, principles, and practices of debate (e.g., argumentation, logical reasoning, and competitive speaking).
6. The teacher provides opportunities for students to participate in debate and speaking events.
7. The teacher explains various methods of organization and their effects on the communication process.
8. The teacher provides strategies for minimizing communication anxiety.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development. (same as Core)

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences. (same as Core)

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning. (same as Core)

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that

encourages positive social interaction, active engagement in learning, and self-motivation. (same as Core)

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom. (same as Core)

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies. (same as Core)

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness. (same as Core)

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching. (same as Core)

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being. (same as Core)

Idaho Standards for Driver Education Teachers

In addition to the standards listed here, driver education teachers must meet Idaho Core Teacher Standards.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher knows the magnitude and nature of risk inherent in the operation of a motor vehicle and the good driving behaviors that enable a driver to safely manage such risk.
2. The teacher knows traffic laws and the legal obligations of a driver and a vehicle owner.
3. The teacher knows the social, psychological, and physiological conditions that influence a driver's ability to operate a motor vehicle safely.
4. The teacher knows how to identify and respond to potential hazards and how to safely and effectively share the road with other highway users.
5. The teacher knows how to use visual and mental skills to maintain the appropriate amount of space around the vehicle.
6. The teacher knows the importance of vehicle maintenance for safe and efficient operation.
7. The teacher knows the limitations of vehicle design and natural laws to maintain directional control and stability of the vehicle.

Disposition

1. The teacher appreciates the magnitude and nature of the risk inherent in the operation of a motor vehicle.
2. The teacher recognizes the importance of modeling good driving behaviors.

Performance

1. The teacher adheres to and instructs students in the laws and safe procedures of operating a motor vehicle.
2. The teacher creates learning experiences that foster good driving behavior.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development. (same as Core)

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences. (same as Core)

Knowledge

1. The teacher knows the legal requirements and resources available for obtaining adaptive motor vehicle equipment for drivers with disabilities.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning. (same as Core)

Performance

1. The teacher engages the in-car observers in the behind-the-wheel lesson.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. (same as Core)

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom. (same as Core)

Knowledge

1. The teacher knows how to give clear, concise, well-timed directions that can be heard by all occupants in the vehicle.

Performance

1. The teacher gives clear, concise, well-timed directions that can be heard by all occupants in the vehicle.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Knowledge

1. The teacher knows how to develop driving routes to meet specific in-car lesson objectives.
2. The teacher knows how to organize and administer a driver education program and understands the rules and regulations governing the program.

Performance

1. The teacher introduces the driving task in the classroom before actual practice in the vehicle.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Knowledge

1. The teacher knows how to correctly evaluate and coach driver performance.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Performance

1. The teacher maintains a good driving record and practices good driving behaviors.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Knowledge

1. The teacher knows the code of ethics for Driver and Traffic Safety Education teachers.

Performance

1. The teacher practices behavior congruent with the Idaho Driver and Traffic Safety Education code of ethics.

Standard 11: Safety - The teacher creates and manages a safe, productive learning environment.

Knowledge

1. The teacher knows how to respond to critical situations to ensure safe movement of the vehicle and safety of the occupants (e.g., path, speed, and gap selection; space margin maintenance; and communication skills).

Performance

1. The teacher ensures that a student driver has the prerequisite skills before directing the student to perform any driving task.
2. The teacher is positioned in the vehicle in order to see, evaluate, and control the vehicle.

Idaho Standards for Blended Early Childhood Education/ Early Childhood Special Education Teachers

In addition to the standards listed here, blended early childhood education/early childhood special education teachers must meet Idaho Core Teacher Standards, Idaho Foundation Standards for Special Education Teachers, and Elementary Standards appropriate to children in grades K-3.

The characteristics of development and learning of young children are integrally linked and different from those of older children and adults. Thus, programs serving young children should be structured to support those unique developmental and learning characteristics. The early childhood educator will extend, adapt, and apply knowledge gained in the professional education core for the benefit of children from birth through grade three.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The educator knows how to help young children integrate domains of development (language, cognition, social-emotional, physical, and self-help) as well as traditional content areas of learning (e.g., literacy, mathematics, science, health, safety, nutrition, social studies, art, music, drama, and movement).
2. The educator understands theories, history, and models that provide the basis for early childhood practices.
3. The educator understands the process of self-regulation that assists young children to identify and cope with emotions.
4. The educator understands language acquisition processes in order to support pre-linguistic communication and language development.
5. The educator understands the elements of play and how play assists children in learning.
6. The educator understands nutrition and feeding relationships so children develop essential and healthy eating habits.
7. The educator understands that young children are constructing a sense of self, expressing wants and needs, and understanding social interactions that enable them to be involved in friendships, cooperation, and effective conflict resolutions.
8. The educator understands the acquisition of self-help skills that facilitate the child's growing independence (e.g., toileting, dressing, grooming, hygiene, eating, and sleeping).

Disposition

1. The educator recognizes the importance of the physical, personal-social, emotional, aesthetic, language, and cognitive development of young children.

Performance

1. The educator uses children's growth and development theories as fundamental building blocks of curriculum.
2. The educator applies fundamental knowledge of English language arts, science, mathematics, social studies, the arts, health, safety, nutrition, and physical education for children from birth through age 2, ages 3-5, and grades K-3.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. The educator knows that family systems are inextricably tied to child development.
2. The educator understands the typical and atypical development of parent-infant attachment.

Disposition

1. The educator recognizes the critical role families play as the primary context of development for children.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Knowledge

1. The educator knows aspects of medical care for premature development, low birth weight, and other conditions of medically fragile babies, and knows the concerns and priorities associated with these medical conditions as well as their implications on child development and family resources.

Performance

1. The educator accesses information about methods of care for young medically fragile children who are dependent on technology.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Knowledge

1. The educator knows the characteristics of physical environments that must vary to support the learning of children from birth through age 2, ages 3-5, and grades K-3 (e.g., schedule, routines, and transitions).

Disposition

1. The educator respects and strives to adapt to children's choices and decisions.

2. The educator views children's mistakes as emergent understanding and does not prematurely limit exploration and inquiry.

Performance

1. The educator uses developmentally appropriate methods to help young children develop intellectual curiosity, solve problems, and make decisions (e.g., child choice, play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, and inquiry and reflection experiences).
2. The educator uses instructional strategies that support both child-initiated and teacher-directed activities.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. The educator understands the importance of routines as a teaching strategy.
2. The educator knows that physically and psychologically safe and healthy learning environments promote security, trust, attachment, and motivation mastery in young children.

Disposition

1. The educator recognizes that young children's asocial behavior is purposeful and values it as an opportunity for learning.

Performance

1. The educator promotes opportunities for young children in natural and inclusive settings.
2. The educator embeds learning objectives within everyday routines and activities.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Performance

1. The educator adjusts language and communication strategies for the developmental age and stage of the child.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Knowledge

1. The educator understands theory and research that reflect currently recommended professional practice for working with families and children (from birth through age 2, ages 3-5, and grades K-3).

Performance

1. The educator designs meaningful play experiences and integrated learning opportunities for development of young children.
2. The educator assists families in identifying their resources, priorities, and concerns in relation to their children's development and provides information about a range of family-oriented services based on identified resources, priorities, and concerns through the use of the Individualized Family Service Plan (IFSP).
3. The educator supports transitions for young children and their families (e.g., hospital, home, Infant/Toddler programs, Head Start, Early Head Start, childcare programs, preschool, and primary programs).

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Knowledge

1. The educator knows the characteristics of young children that affect testing situations and interpretations of results.
2. The educator knows that developmentally appropriate assessment procedures reflect children's behavior over time and rely on regular and periodic observations and record keeping of children's everyday activities and performance.

Disposition

1. The educator recognizes the importance of assessment practices that support families' relationships with their children and confidence in their children's or their own abilities.

Performance

1. The educator screens all developmental domains (e.g., social-emotional, fine and gross motor, cognition, communication, and self-help).

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching. (same as Core)

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Knowledge

1. The educator knows the National Association for the Education of Young Children (NAEYC) and the Division of Early Childhood (DEC) Code of Ethics.
2. The educator knows family systems theory and its application to the dynamics, roles, and relationships within families and communities.

3. The educator knows community, state, and national resources available for young children and their families.
4. The educator understands the role and function of the service coordinator in assisting families of young children.
5. The educator knows basic principles of administration, organization, and operation of early childhood programs (e.g., supervision of staff and volunteers, and program evaluation).

Disposition

1. The educator is sensitive to and honors the changes the family undergoes as children grow and develop.
2. The educator is sensitive to and honors the grieving process experienced by the family of a child with a disability.
3. The educator is committed to finding information concerning community resources and programs designed for young children and their families.
4. The educator views advocacy for young children and their families as an essential role of the early childhood professional.

Performance

1. The educator practices behavior congruent with the NAEYC Code of Ethics.
2. The educator demonstrates skills in consulting and partnering with families and diverse service delivery providers (e.g., home services, childcare programs, school, and community).
3. The educator identifies and accesses community, state, and national resources for young children and families.
4. The educator advocates for resources for young children and their families.

Idaho Standards for Elementary Education Teachers

In addition to the standards listed here, elementary education teachers must meet Idaho Core Teacher Standards.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher has a high level of competence in English language arts and understands concepts of language and child development in order to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.
2. The teacher understands how children learn language, the basic sound structure of the English language, semantics and syntactics, and diagnostic tools and test data to improve student reading ability.
3. The teacher understands the fundamental concepts and structures of science including physical, life, and earth and space sciences. The teacher understands science as it applies to technology, personal and social perspectives, the history, unifying concepts, and the inquiry processes scientists use in the discovery of new knowledge.
4. The teacher understands major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, computation, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data.
5. The teacher knows the major concepts and modes of inquiry for social studies: the integrated study of history, geography, government/civics, economics, social/cultural and other related areas to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.
6. The teacher understands the content, functions, aesthetics, and achievements of the arts, such as dance, music, theater, and visual arts as avenues for communication, inquiry, and insight.
7. The teacher understands the comprehensive nature of students' physical, mental, and social well-being in order to create opportunities for student development and for practicing skills that contribute to good health.
8. The teacher understands human movement and physical activities as central elements to foster active, healthy lifestyles and enhanced quality of life.

9. The teacher understands the connections across the curriculum and within a discipline among concepts, procedures, and applications to motivate students, build understanding, and encourage the application of knowledge, skills, and ideas to real-life world issues and future career applications.
10. The teacher understands the principles and processes of personal skills and group dynamics incorporating respect, caring, honesty, and responsibility that enable elementary students to communicate and interact effectively with peers and adults.

Disposition

1. The teacher recognizes the importance of a school community in which respect, honesty, caring, and responsibility are present.

Performance

1. The teacher effectively demonstrates fundamental knowledge of English language arts, reading, science, mathematics, social studies, the arts, health education, and physical education.
2. The teacher creates a balanced curriculum that includes English language arts, reading, science, mathematics, social studies, the arts, health education, and physical education.
3. The teacher models respect, honesty, caring, and responsibility, and promotes and nurtures a school environment that fosters these qualities.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. The teacher understands how learning occurs and that students' literacy and language development influence learning and instructional decisions.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences. (same as Core)

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning. (same as Core)

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. (same as Core)

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom. (same as Core)

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies. (same as Core)

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness. (same as Core)

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching. (same as Core)

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being. (same as Core)

Idaho Standards for Foreign Language Teachers

In addition to the standards listed here, foreign language teachers must meet Idaho Core Teacher Standards.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher knows the target language and understands the culture(s) in which the language is used.
2. The teacher understands key linguistic structures particular to the target language and how they compare to English communication patterns.
3. The teacher knows the history and literature of the target culture(s).
4. The teacher knows the current social, political, and economic realities of the countries related to the target language.
5. The teacher knows the commonly held stereotypes of the target culture(s).
6. The teacher understands the impact of the target language and culture(s) on American society.
7. The teacher knows the similarities and differences between the students' culture(s) and the target culture(s).
8. The teacher understands the need to perform at the advanced level of the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Guidelines for listening, speaking, reading, and writing.

Disposition

1. The teacher appreciates the importance of understanding the evolution of foreign language education in the United States and the rationale for various foreign language programs.
2. The teacher enjoys the study of languages and appreciates the differences and similarities among various languages.
3. The teacher appreciates the contributions of other cultures to the American culture.
4. The teacher appreciates the function of grammar as a means to better communication rather than an end in itself.

Performance

1. The teacher incorporates listening, reading, writing, and culture into instruction.

2. The teacher articulates the value of foreign language learning to students, educators, and the community.
3. The teacher uses the target language extensively in formal, informal, and conversational contexts and encourages the students to do so.
4. The teacher provides opportunities to communicate in the target language in meaningful, purposeful activities that simulate real-life situations.
5. The teacher systematically incorporates culture into instruction.
6. The teacher incorporates discussions of the target culture's contributions to the students' culture.
7. The teacher encourages students to understand that culture and language are intrinsically tied.
8. The teacher makes generous use of cognates and expressions common to English and the foreign language when those comparisons will further the students' understanding and fluency.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. The teacher understands that the process of second language acquisition includes the interrelated skills of observing, listening, speaking, reading, and writing.

Disposition

1. The teacher recognizes that all students, having learned a first language, have the potential to learn a second language with appropriate learning experiences.
2. The teacher appreciates the fact that knowing a second language helps the students to better understand their language and culture.
3. The teacher is committed to ensuring that students are provided with experiences from one level to the next that are sequential, long-range, and continuous.

Performance

1. The teacher focuses on linguistic strengths rather than weaknesses.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Knowledge

1. The teacher understands that gender, age, socioeconomic background, ethnicity, and other factors play a role in how individuals perceive and relate to their culture and those of others.

Performance

1. The teacher plans learning activities to enable students to grasp the significance of cultural differences and similarities.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Performance

1. The teacher uses and adapts as necessary authentic materials to enhance students' understanding of the target language and culture.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. (same as Core)

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom. (same as Core)

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies. (same as Core)

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Knowledge

1. The teacher understands the ACTFL Proficiency Guidelines for listening, speaking, reading, and writing.
2. The teacher understands the need to assess progress in the five language skills (listening, speaking, reading, writing, and observing) and in cultural understanding.

Performance

1. The teacher motivates the students to reach level-appropriate proficiency based on ACTFL Proficiency Guidelines for listening, speaking, reading, and writing.
2. The teacher employs a variety of ways of assessing the five language skill areas and cultural understanding.
3. The teacher constructs and uses a variety of formal and informal assessment techniques, including tests in the primary and target languages, to enhance knowledge of individual

students, evaluate student performance and progress, and modify teaching and learning strategies.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching. (same as Core)

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Knowledge

1. The teacher knows about career and other opportunities available to students proficient in a foreign language.
2. The teacher is aware of opportunities for students and teachers to communicate with native speakers.

Disposition

1. The teacher is committed to promoting the use of foreign language for lifelong personal enjoyment and intellectual development.

Performance

1. The teacher informs students of career and other opportunities available to students proficient in a foreign language.
2. The teacher provides opportunities for students to communicate with native speakers of the target language in person or via technology.
3. The teacher encourages students to participate in community experiences related to the target culture.

Idaho Standards for Gifted and Talented Education Teachers

In addition to the standards listed here, gifted and talented education teachers must meet Idaho Core Teacher Standards.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands the rationale, history, philosophies, and definitions of gifted and talented education.
2. The teacher understands the unique characteristics and needs of the gifted and talented student from early childhood through adulthood.
3. The teacher knows the common misconceptions, myths, and stereotypes about gifted and talented students.
4. The teacher knows the common controversial issues in gifted and talented education.
5. The teacher understands the Idaho State Gifted and Talented Mandate (Code 33-2003) and the five mandated talent areas: specific academic, intellectual, creativity, leadership, and visual/performing arts.
6. The teacher understands the components of a district plan for gifted and talented students, including philosophy, definitions, goals, program options, identification procedures, and evaluation, and how to develop a district plan for gifted and talented students.
7. The teacher understands effective administration and evaluation of gifted and talented programs.

Disposition

1. The teacher appreciates the unique needs, abilities, and characteristics of gifted and talented students.
2. The teacher recognizes the importance of gifted and talented education and the need for a districtwide plan.

Performance

1. The teacher educates colleagues, parents/guardians, and others about the common misconceptions, myths, stereotypes, and controversial issues related to gifted and talented education.
2. The teacher uses the district's plan for gifted and talented students to optimize educational opportunities for students.

3. The teacher demonstrates the ability to effectively administer and evaluate gifted and talented programs.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. The teacher understands the social and emotional issues of gifted and talented students (e.g., perfectionism, underachievement, risk taking, and asynchronous development).
2. The teacher understands the theories related to the highly sensitive nature of the gifted and talented student.
3. The teacher understands the moral and ethical challenges of the gifted and talented student.
4. The teacher understands the need for appropriate social and emotional counseling of gifted and talented students.

Disposition

1. The teacher respects the unique social and emotional needs of gifted and talented students.

Performance

1. The teacher identifies, evaluates, develops, and implements strategies to address the social and emotional needs of the gifted and talented student.
2. The teacher identifies and evaluates resources to address the social and emotional development of the gifted and talented student.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Knowledge

1. The teacher understands the exceptional needs of gifted and talented students from diverse populations (e.g., limited-English students, students with disabilities, very young children, and students from a particular culture).

Disposition

1. The teacher recognizes that giftedness occurs in all populations of students.

Performance

1. The teacher identifies and provides appropriate activities for the exceptional needs of gifted and talented students from diverse populations.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Knowledge

1. The teacher understands the characteristics of highly creative and highly intellectual students.
2. The teacher understands the definitions and theories of intelligence and creativity.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. (same as Core)

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom. (same as Core)

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Knowledge

1. The teacher understands a variety of curriculum models (e.g., Renzulli, Kaplan, and Tomlinson).
2. The teacher understands instructional strategies appropriate for the gifted and talented student (e.g., curriculum compacting, flexible grouping, tiered assignments, and independent studies).
3. The teacher understands curriculum design that includes content, process, product, and learning environments commensurate with the abilities of gifted and talented students.
4. The teacher understands how to develop curriculum in the five mandated talent areas: specific academic, intellectual, creativity, leadership, and visual/performing arts.
5. The teacher understands the array of program options and services available to gifted and talented students.

Disposition

1. The teacher recognizes the importance of differentiating curriculum.

Performance

1. The teacher implements a variety of gifted and talented curriculum models (e.g., Renzulli, Kaplan, and Tomlinson).
2. The teacher implements instructional strategies appropriate for the gifted and talented student (e.g., curriculum compacting, flexible grouping, tiered assignments, and independent studies).
3. The teacher designs curriculum that includes content, process, product, and learning environments commensurate with the abilities of gifted and talented students.
4. The teacher develops curriculum for the five mandated talent areas: specific academic, intellectual, creativity, leadership, and visual/performing arts.
5. The teacher identifies and implements extension and acceleration options for gifted and talented students.

6. The teacher matches student needs with appropriate program options and services.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Knowledge

1. The teacher understands the different types of formal and alternate assessment tools for the identification of gifted and talented students with diverse and exceptional needs (e.g., tests that measure IQ, creativity, cognitive ability, achievement, aptitude, and ability in the five talent areas).
2. The teacher understands the different types of informal assessment tools for the identification of gifted and talented students (e.g., teacher observations, anecdotal records, rating scales, referrals, checklists, rubrics, and portfolios).

Disposition

1. The teacher recognizes the importance of multiple perspectives when identifying gifted and talented students.

Performance

1. The teacher implements different types of formal and alternate assessment tools for the identification of gifted and talented students (e.g., tests that measure IQ, creativity, cognitive ability, achievement, aptitude, and ability in the five talent areas).
2. The teacher implements informal assessment tools for the identification of gifted and talented students (e.g., teacher observations, anecdotal records, rating scales, referrals, checklists, rubrics, and portfolios).

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching. (same as Core)

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Knowledge

1. The teacher understands how to assist other teachers in adapting curriculum to meet the needs of the gifted and talented student.

Performance

1. The teacher collaborates with colleagues in adapting curriculum to meet the needs of the gifted and talented student.
2. The teacher educates parents, other family members, and teachers about the social and emotional needs and development of gifted and talented students.

Idaho Standards for Health Teachers

In addition to the standards listed here, health teachers must meet Idaho Core Teacher Standards.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands the following content areas of health education: fitness and personal health; health promotion and disease prevention; prevention and care of injuries; mental and emotional health; alcohol, tobacco, and other drugs; nutrition; relationships; growth, development, and family health; consumer health; and community and environmental health.
2. The teacher understands the following health risk behaviors: tobacco, alcohol, and other drug use; sexual behaviors that result in human immunodeficiency virus (HIV) infection, other sexually transmitted diseases (STDs), and unplanned pregnancies; poor dietary behaviors; and lack of or excessive physical activity.
3. The teacher understands the relationship between health education content areas and youth risk behaviors.
4. The teacher understands the concepts and components of coordinated school health, an approach where partnerships are developed within the school and community. The eight components of coordinated school health include school environment, health education, school meals and nutrition, physical education, health services, counseling and mental health services, staff wellness, and parent/community partnerships.
5. The teacher understands that health is multidimensional (e.g., physical, mental, emotional, and social).

Disposition

1. The teacher recognizes the importance of modeling health-enhancing behaviors.

Performance

1. The teacher instructs students about health-enhancing behaviors.
2. The teacher creates a learning environment that respects and is sensitive to controversial health issues.
3. The teacher assesses resources and develops a coordinated school health education plan.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development. (same as Core)

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences. (same as Core)

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning. (same as Core)

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. The teacher understands developmentally appropriate practices that motivate students to participate in physical activity and other health-enhancing behaviors.
2. The teacher knows strategies and techniques that develop positive health behavior changes in students.

Disposition

1. The teacher appreciates the role of intrinsic motivation for the development of health-enhancing behaviors.

Performance

1. The teacher motivates students to participate in physical activity and positive health-enhancing behaviors inside and outside the school setting.
2. The teacher helps students learn and use personal and social behaviors that promote positive relationships (e.g., avoiding abusive relationships, using refusal skills, and making healthy decisions).

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Knowledge

1. The teacher understands student jargon and slang associated with high-risk behaviors.

Disposition

1. The teacher recognizes the sensitive nature of many health issues.
2. The teacher recognizes that listening skills and sensitivity are crucial in addressing health-related topics.

Performance

1. The teacher identifies and defines student jargon and slang associated with high-risk behaviors and translates these terms into terms appropriate to the educational setting.
2. The teacher uses listening skills that facilitate responsible decision making and alternatives to high-risk behaviors.

3. The teacher applies techniques that aid in addressing sensitive issues (e.g., ground rules, question boxes, open-ended questions, and establishment of appropriate confidentiality).

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Knowledge

1. The teacher knows the differing values and acceptable practices pertaining to health education that a community possesses.

Performance

1. The teacher modifies instruction to reflect current health-related research and local health policies.
2. The teacher develops health education compatible with community values and acceptable practices.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness. (same as Core)

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Knowledge

1. The teacher knows the laws and codes specific to health education and health services to minors.

Performance

1. The teacher uses appropriate intervention following the identification, disclosure, or suspicion of student involvement in a high-risk behavior.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being. (same as Core)

Idaho Standards for Language Arts Teachers

In addition to the standards listed here, language arts teachers must meet Idaho Core Teacher Standards.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands a variety of literary and nonliterary forms (e.g., novels, plays, poetry, essays, and technical writing).
2. The teacher understands how literature functions as artistic expression and as a reflection of human experience.
3. The teacher understands the nature and conventions of a wide variety of literary forms and genres, literary devices, and methods of literary analysis and criticism.
4. The teacher understands how culture and history influence literature.
5. The teacher understands the social and historical implications of print and nonprint media.
6. The teacher understands the history of the English language.
7. The teacher understands that reading, writing, speaking, listening, viewing, and language study are interrelated.
8. The teacher understands how children learn language, the basic sound structure of the English language, semantics and syntactics, and diagnostic tools and test data to improve student reading ability.
9. The teacher knows that writing is an act of discovery and a form of inquiry, reflection, and expression.
10. The teacher understands that composition is a recursive process that includes brainstorming, drafting, revising, editing for correctness and clarity, and publishing; that the process will vary with the individual and the situation; and that learning to write is a developmental process.
11. The teacher understands elements of effective writing such as audience, purpose, organization, development, voice, coherence, emphasis, unity, style, and conventions of standard written language.
12. The teacher recognizes the student's need for authentic purposes, audiences, and forms of writing.

13. The teacher understands the appropriate use of primary and secondary sources in research processes.

Disposition

1. The teacher appreciates literature and is committed to conveying the passion and excitement of literature to students.
2. The teacher appreciates the skill of writing, including content, context, word choice, sentence structure, syntax, and transition.
3. The teacher recognizes the importance of a variety of print and nonprint media and their implications.
4. The teacher is sensitive to the connections between the components of the language arts curriculum.
5. The teacher recognizes the importance of the reading process.

Performance

1. The teacher integrates information from traditional, technical, and electronic sources for critical analysis and evaluation by students.
2. The teacher helps students with their understanding of a variety of literary forms and genres.
3. The teacher presents social, cultural, and historical significance of a variety of texts, and connects literary texts to students' experiences.
4. The teacher demonstrates the writing process as a recursive and developmental process.
5. The teacher integrates reading, writing, speaking, listening, viewing, and language study.
6. The teacher builds a reading, writing, listening, speaking, and viewing community in which students respond, interpret, and think critically.
7. The teacher uses teaching skills and knowledge congruent with current research on best reading practices.
8. The teacher reviews, interprets, and evaluates content presented by print and nonprint media.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. The teacher understands the process and stages of language growth and recognizes levels and signs of growth.

Disposition

1. The teacher appreciates individual variations in reading, writing, listening, viewing, and speaking.

Performance

1. The teacher identifies levels of development in reading, writing, listening, viewing, and speaking and monitors progress.
2. The teacher promotes growth in reading, writing, listening, viewing, and speaking at all levels.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences. (same as Core)

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Knowledge

1. The teacher understands comprehension strategies.
2. The teacher is familiar with a variety of strategies for enabling students with a range of abilities to comprehend, respond to, and interpret what they read.
3. The teacher knows a variety of strategies for structuring a classroom environment to improve fluency, comprehension, and critical thinking.

Disposition

1. The teacher recognizes the significance of the range of reading levels within a single class and is committed to accommodating individual abilities.
2. The teacher appreciates literary texts as sources of intellectual, emotional, and aesthetic experiences from which individual readers create meaning.
3. The teacher is sensitive to multicultural and global experiences in reading, writing, speaking, listening, and viewing.

Performance

1. The teacher effectively uses comprehension strategies (e.g., finding context clues, decoding, using word analysis skills, recognizing main ideas, scanning, paraphrasing, summarizing, questioning, drawing conclusions, synthesizing, making inferences, and comparing and contrasting).
2. The teacher incorporates a variety of analytical and critical approaches in teaching literature.
3. The teacher monitors and adjusts strategies in response to individual literacy levels.

4. The teacher sequences reading, writing, speaking, listening, viewing, and language study.
5. The teacher uses students' creations and responses as part of the instructional program.
6. The teacher enriches and expands the students' language resources for different social and cultural settings.
7. The teacher engages students in discussion, interpretation, and evaluation of ideas whether presented in oral, written, or visual form.
8. The teacher provides opportunities for students to create authentic responses to cultural, societal, and business experiences.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. (same as Core)

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom. (same as Core)

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies. (same as Core)

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Knowledge

1. The teacher knows methods of assessing students' written and oral communication skills (e.g., holistic, analytic, and primary trait scoring; portfolios; and rubrics).

Disposition

1. The teacher appreciates the limitations of using a single assessment tool, such as a standardized achievement score, to evaluate students' language arts performance or potential.

Performance

1. The teacher constructs and uses a variety of formal and informal assessments for reading, writing, speaking, listening, and viewing (e.g., portfolios of student work, projects, student self-assessment, peer assessment, journals, rubrics, reading response logs, reflective writing, student/teacher-developed guidelines, exhibitions, dramatic presentations, writing folders, and the Idaho State Direct Writing Assessment).

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Disposition

1. The teacher enjoys reading a wide variety of literary and nonliterary texts for personal and professional growth and satisfaction.
2. The teacher appreciates the power of words and literacy.

Performance

1. The teacher engages in reading and writing for professional growth and satisfaction.
2. The teacher stimulates student enthusiasm for and appreciation of literature, writing, language, and literacy.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being. (same as Core)

Idaho Standards for Library Science Teachers

In addition to the standards listed here, library science teachers must meet Idaho Core Teacher Standards.

The school library is a classroom that serves as the instructional center of the school and needs the expertise of a professionally trained teacher-librarian. Ideally, the teacher-librarian is an experienced classroom teacher with additional specialized training in the discipline of school librarianship.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher-librarian understands the documents and policies that promote intellectual freedom and freedom of expression.
2. The teacher-librarian understands the concepts of information literacy (e.g., reading, information, media, computer, and visual literacies).
3. The teacher-librarian understands the parameters of information access, resource sharing, and ownership based on principles of intellectual freedom and copyright guidelines.
4. The teacher-librarian possesses comprehensive knowledge of children's and young adult literature and their application to student learning.

Disposition

1. The teacher-librarian recognizes the importance of providing opportunity for all students to explore a wide variety of information resources and technology.
2. The teacher-librarian appreciates students' rights to read, view, listen, and consider diverse perspectives on issues that impact their lives.
3. The teacher-librarian appreciates quality literature and documented, authoritative information references.

Performance

1. The teacher-librarian participates on collaborative teaching teams as a peer or leader to integrate information skills, provide access to resources, and promote effective use of technology across the curriculum.
2. The teacher-librarian stimulates thought processes through the skillful use of questioning techniques and guides students and staff in the selection of materials and information for reading, writing, viewing, speaking, and presentation.
3. The teacher-librarian models the ethical use and critical analysis of information, literature, and mass media, and interacts in these areas with students and staff.

4. The teacher-librarian supports student and staff media productions (e.g., audio, video, scripting, material and information selection, and evaluation of presentations).
5. The teacher-librarian uses professional publications that provide guidance in the selection of quality materials.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. The teacher-librarian understands how students construct and use knowledge through the process of resource selection, analysis and synthesis of information, and communication.

Disposition

1. The teacher-librarian recognizes the importance of each student's right to read, view, and choose appropriate information for individual needs.

Performance

1. The teacher-librarian models the integration of information skills across the curriculum.
2. The teacher-librarian provides access to information from a variety of sources to enrich learning for students and staff.
3. The teacher-librarian fosters an environment where each student is valued as an individual.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Performance

1. The teacher-librarian identifies appropriate services, resources, and technology to meet diverse learning needs.

Disposition

1. The teacher-librarian recognizes the importance of critically evaluating and adapting the school library environment to facilitate students with disabilities.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Knowledge

1. The teacher-librarian knows how to determine the changes necessary in information access, facilities, and technologies in order to make services and materials available to students and staff.

Disposition

1. The teacher-librarian appreciates all forms of media (e.g., visual, audio, print, and electronic).

Performance

1. The teacher-librarian includes a variety of reading and information materials in instruction and prompts students through questioning skills to improve performance.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. The teacher-librarian understands the techniques to motivate students to develop a habit of lifelong reading.

Disposition

1. The teacher-librarian accepts responsibility for establishing and maintaining a positive climate in the school library.

Performance

1. The teacher-librarian models and promotes lifelong reading for purposes of seeking information, knowledge, pleasure, and learning.
2. The teacher-librarian organizes, allocates, and manages the library resources, facilities, time, activities, and materials to provide a broad range of opportunities for learning.
3. The teacher-librarian works to establish and maintain a positive climate in the school library.
4. The teacher-librarian determines collection development needs using a variety of information sources (e.g., samples of student and teacher presentations, information requests, curricula, and current collection holdings).

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Knowledge

1. The teacher-librarian understands various communication and public relations strategies.

Disposition

1. The teacher-librarian recognizes the importance of communication skills to receive, analyze, document, synthesize, organize, and present information.

Performance

1. The teacher-librarian collaborates with colleagues to enhance the learning environment through improved communication techniques.

2. The teacher-librarian works with colleagues to empower students with effective communication techniques and strategies.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Knowledge

1. The teacher-librarian understands the scope and sequence of curricula and how they interrelate.

Disposition

1. The teacher-librarian recognizes the importance of participating in curriculum teams and collaborative planning.

Performance

1. The teacher-librarian collaborates with other teachers as they create, implement, and evaluate lessons, and models the use of information tools to meet the developmental and individual needs of diverse students.
2. The teacher-librarian works with students and staff to help them determine and locate appropriate materials to meet their individual needs.
3. The teacher-librarian promotes appropriate use of relevant information and instruction technologies.
4. The teacher-librarian uses appropriate print and/or electronic instructional resources to design learning experiences.
5. The teacher-librarian maintains a library schedule that is flexible and accessible to individuals, small groups, and classes to enhance learning opportunities.
6. The teacher-librarian develops the library materials collection to support the school's curriculum.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Performance

1. The teacher-librarian continually assesses students' progress concerning their use of information and technology and their selection of reading materials.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Disposition

1. The teacher-librarian recognizes the importance of current and relevant research in the library/information profession.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Knowledge

1. The teacher-librarian understands confidentiality issues related to library records.

Performance

1. The teacher-librarian advocates for the school library program and the library profession.
2. The teacher-librarian initiates and participates in resource sharing with public, academic, and special libraries, and with networks and library consortia.
3. The teacher-librarian adheres to the legal and ethical tenets expressed in the Confidentiality of Library Records Interpretation of the Library Bill of Rights and the American Library Association (ALA) Code of Ethics.

Standard 11: Library Management - The teacher-librarian understands the need for efficient management of the library media center.

Knowledge

1. The teacher-librarian understands the process of cataloging and classifying library materials using professional library standards (e.g., MARC, AACR2r, and bibliographic utilities).
2. The teacher-librarian understands the process of automating and retrieving information.
3. The teacher-librarian understands how to develop a balanced and organized print and non-print library collection that supports curricula, fulfills diverse student, staff, and community needs, and brings a global perspective into the school environment.
4. The teacher-librarian understands management techniques, including time management and supervision, that ensure the efficient operation of the school library.
5. The teacher-librarian understands the principles of basic budget planning and collection development (e.g., selection, processing, and discarding).
6. The teacher-librarian understands the grant application process.
7. The teacher-librarian understands how to develop and implement the school library mission, goals, objectives, policies, and procedures that reflect the mission, goals, and objectives of the school.
8. The teacher-librarian understands how to integrate the information literacy standards for student learning into formal documents related to the school library program.

Disposition

1. The teacher-librarian is committed to involvement in decision-making groups (e.g., building and district technology councils, curriculum councils, and site-based decision-making teams).

Performance

1. The teacher-librarian administers and trains staff to ensure an effective school library program.
2. The teacher-librarian demonstrates the ability to plan and budget resources in a fiscally responsible manner.
3. The teacher-librarian provides leadership in the development and implementation of library policies that expand appropriate access to information.
4. The teacher-librarian participates in decision-making groups to continually improve library services (e.g., building and district technology councils, curriculum councils, and site-based decision-making teams).

Idaho Standards for Mathematics Teachers

In addition to the standards listed here, mathematics teachers must meet Idaho Core Teacher Standards.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher knows the history and nature of mathematics and the changing ways individuals learn, teach, and do mathematics.
2. The teacher understands the concepts of algebra.
3. The teacher understands the major concepts of Euclidean and other geometries and trigonometry.
4. The teacher has a firm conceptual grasp of limit, continuity, differentiation, and integration, and a thorough background in the techniques and application of calculus.
5. The teacher has a thorough background in the techniques and applications of statistics and data analysis (e.g., random variable, distribution functions, and probability).

Disposition

1. The teacher appreciates the historical and current development of mathematical thought.
2. The teacher recognizes the importance of a conceptual framework of mathematical understanding that leads to students' construction of mathematical knowledge.

Performance

1. The teacher incorporates the historical perspective and current development of mathematics in teaching students.
2. The teacher applies concepts of number, number theory, and number systems.
3. The teacher applies numerical computation and estimation techniques and extends them to algebraic expressions.
4. The teacher applies the process of measurement to two- and three-dimensional objects using customary and metric units.
5. The teacher uses descriptive and inferential statistics to analyze data, make predictions, and make decisions.
6. The teacher uses concepts and applications of graph theory, recurrence relations, linear programming, differential equations, matrices, and combinatorics.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development. (same as Core)

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences. (same as Core)

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Knowledge

1. The teacher knows how to formulate and pose problems, has a large repertoire of problem-solving strategies, and knows how to use problem-solving approaches to investigate and understand mathematics.
2. The teacher understands the role of axiomatic systems and proofs in different branches of mathematics as it relates to reasoning and problem solving.
3. The teacher knows how to frame mathematical questions and conjectures.
4. The teacher understands that communication theory and mathematical language development are at the heart of an inquiry-based classroom.
5. The teacher knows how to communicate mathematical concepts through the use of manipulatives, tools, and models.
6. The teacher understands various mathematical representations for data (e.g., symbolic, numeric, and graphical).
7. The teacher understands the power of written and oral communication for learning mathematical ideas and knows how to express mathematical ideas orally, in writing, and visually.

Disposition

1. The teacher recognizes that struggling with mathematical problems, making false starts, and rejecting hypotheses is part of the problem-solving process.
2. The teacher appreciates written and oral language, as well as a variety of instructional materials, to communicate mathematical concepts.

Performance

1. The teacher formulates and poses problems, uses different strategies to solve problems to verify and interpret results, and uses problem-solving approaches to investigate and understand mathematics.
2. The teacher uses both formal proofs and intuitive, informal exploration.

3. The teacher develops students' use of standard mathematical terms, notations, and symbols.
4. The teacher enhances learning through the use of a variety of manipulatives, tools, models, and mathematical representations to communicate mathematically.
5. The teacher engages students in mathematical discourse by encouraging them to make conjectures and justify hypotheses.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. (same as Core)

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom. (same as Core)

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies. (same as Core)

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness. (same as Core)

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching. (same as Core)

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being. (same as Core)

Standard 11: Connections among Mathematical Ideas - The teacher understands significant connections among mathematical ideas and the application of those ideas within mathematics, as well as to other disciplines.

Knowledge

1. The teacher has a broad base of knowledge and understanding of mathematics beyond the level at which he or she teaches to include algebra, geometry and measurement, statistics and data analysis, and calculus.
2. The teacher understands the interconnectedness between strands of mathematics.
3. The teacher understands mathematical modeling as a way to understand the world around them (e.g., natural science, social science, business, and engineering).
4. The teacher understands the relationship between geometric concepts and real-life constructs.

Disposition

1. The teacher recognizes the critical linkages between mathematics and other fields.

Performance

1. The teacher uses mathematical modeling to solve problems from fields such as natural science, social science, business, and engineering.
2. The teacher uses geometric concepts and relationships to describe and model mathematical ideas and real-life constructs.
3. The teacher uses algebra to describe patterns, relations, and functions, and to model and solve problems.

Idaho Standards for Physical Education Teachers

In addition to the standards listed here, physical education teachers must meet Idaho Core Teacher Standards.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher knows cardiopulmonary resuscitation (CPR) and first aid.
2. The teacher understands the components of physical fitness and their relationship to a healthy lifestyle.
3. The teacher understands the sequencing of motor skills (K-12).
4. The teacher understands anatomical, neuromuscular, and bio-mechanical principles and physiological structures and functions.
5. The teacher knows the appropriate rules, etiquette, instructional cues, and skills for physical fitness activities (e.g., aquatics, sports, games, lifetime activities, dance, rhythmical activities, and outdoor/adventure activities).
6. The teacher understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.
7. The teacher understands Adaptive Physical Education and how to work with special and diverse student needs (e.g., various physical abilities and limitations, culture, and gender).

Disposition

2. The teacher recognizes that participation in regular physical activity and physical fitness is essential to the health and well-being of individuals.
3. The teacher recognizes the importance of modeling an active and fit lifestyle.

Performance

1. The teacher instructs students about disciplinary concepts and principles related to physical activities, fitness, and movement expression.
2. The teacher instructs students in the rules, skills, and strategies of a variety of physical activities (e.g., aquatics, sports, games, lifelong activities, dance, rhythmical activities, and outdoor/adventure activities).
3. The teacher models a variety of physical activities (e.g., aquatics, sports, games, lifelong activities, dance, rhythmical activities, and outdoor/adventure activities).

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Disposition

1. The teacher appreciates individual variations of physical activity in the growth and development of students.

Performance

1. The teacher assesses the individual physical activity, movement, and fitness levels of students and makes developmentally appropriate adaptations to instruction.
2. The teacher promotes activities that contribute to good health.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Performance

1. The teacher provides opportunities that incorporate individual variations to movement to help students gain competence and confidence.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning. (same as Core)

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. The teacher knows how to help students cultivate responsible personal and social behaviors that promote positive relationships and a productive environment in physical activity settings.
2. The teacher knows strategies to help students become self-motivated in physical activity.
3. The teacher understands that individual performance is affected by anxiety.

Disposition

1. The teacher accepts responsibility for establishing a positive climate in the physical activity setting.
2. The teacher recognizes the importance of positive relationships and appropriate motivational strategies for participation in physical activity.

Performance

1. The teacher uses strategies to promote positive peer relationships (e.g., mutual respect, support, safety, and cooperation) and motivate students to participate in physical activity inside and outside the school setting.
2. Teacher designs lessons and activities that minimize social comparisons.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom. (same as Core)

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Knowledge

1. The teacher knows a variety of management and instructional strategies to maximize activity time and success.
2. The teacher knows how to expand the curriculum through the use of community resources (e.g., golf course, climbing walls, YMCA, and service organizations).

Performance

1. The teacher uses and assesses management and instructional strategies to maximize activity time and success.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Knowledge

1. The teacher knows how to select and use a variety of developmentally appropriate assessment techniques (e.g., authentic, alternative, and traditional) congruent with physical activity, movement, and fitness goals.

Performance

1. The teacher uses a variety of developmentally appropriate assessment techniques (e.g., authentic, alternative, and traditional) congruent with physical activity, movement, and fitness goals.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching. (same as Core)

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being. (same as Core)

Standard 11: Safety - The teacher provides for a safe learning environment.

Knowledge

1. The teacher understands the inherent danger involved in physical activities.
2. The teacher understands the need to consider safety when planning and providing instruction.
3. The teacher understands the factors that influence safety in physical activity settings (e.g., skill, fitness, developmental level of students, equipment and attire, facilities, travel, and weather).
4. The teacher understands the level of supervision required for the health and safety of all students in all locations (e.g., teaching areas, locker rooms, and travel to off-campus activities).
5. The teacher understands school policies regarding student injury and medical treatment.

Disposition

1. The teacher is concerned about the physical safety and emotional well-being of all students.

Performance

1. The teacher identifies, monitors, and documents safety issues when planning and implementing instruction to ensure a safe learning environment.
2. The teacher informs students of the risks associated with physical activities and instructs students in appropriate safety procedures for physical activities.
3. The teacher identifies and corrects potential hazards in physical education facilities, grounds, and equipment.
4. The teacher identifies the steps for providing appropriate treatment for injuries occurring in physical education activities.
5. The teacher demonstrates the competencies for CPR and first aid.
6. The teacher maintains CPR and first aid certification.

Idaho Foundation Standards for Professional-Technical Teachers

In addition to the standards listed here, professional-technical teachers must meet Idaho Core Teacher Standards and one of the following: (1) Idaho Standards for Agricultural Science and Technology Teachers, (2) Idaho Standards for Business Technology Teachers, (3) Idaho Standards for Family and Consumer Sciences Teachers, (4) Idaho Standards for Marketing Teachers, or (5) Idaho Standards for Technology Education Teachers.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher knows basic technological principles, processes, and skills such as design and problem solving, team decision making, information gathering, and safety.
2. The teacher understands how basic academic skills and advanced technology can be integrated into an occupational learning environment.
3. The teacher knows pertinent terminology, logistics, and procedures for the occupational area.
4. The teacher knows industry trends and workforce needs.
5. The teacher knows workplace leadership models.
6. The teacher understands the philosophical principles and the practices of professional-technical education.

Disposition

1. The teacher appreciates the importance of occupational objectives and competencies.
2. The teacher recognizes the importance of student leadership qualities in technical program areas.

Performance

1. The teacher maintains current technical skills and seeks continuous improvement.
2. The teacher demonstrates specific occupational skills necessary for employment.
3. The teacher uses current terminology and logistics for the occupational area.
4. The teacher exhibits and promotes leadership skills in Professional-Technical Student Organizations (PTSO).

5. The teacher writes and evaluates occupational objectives and competencies.
6. The teacher uses a variety of technical instructional resources.
7. The teacher assesses the occupational needs of the community.
8. The teacher relates experiences designed to develop skills for successful employment.
9. The teacher informs students about opportunities to develop employment skills (e.g., work-study programs, internships, volunteer work, and employment opportunities).

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development. (same as Core)

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences. (same as Core)

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Knowledge

1. The teacher knows the entry-level skills in the occupation.
2. The teacher knows workplace culture and ethics.
3. The teacher understands how to provide students with simulated occupational experiences.
4. The teacher knows how to use education professionals, trade professionals, and research to enhance student understanding of processes, knowledge, and safety.
5. The teacher understands how occupational trends and issues affect the workplace.
6. The teacher knows how to integrate academic skills into technical content areas.
7. The teacher understands the role of entrepreneurship in the workplace.
8. The teacher knows policy and regulation concerning occupational content areas.

Disposition

1. The teacher recognizes that work experience is educational.
2. The teacher recognizes the importance of work ethics.
3. The teacher recognizes the importance of integrating academic skills into the technical content areas.
4. The teacher appreciates the use of resource people in the technical content areas.

5. The teacher appreciates entrepreneurship and creativity.

Performance

1. The teacher demonstrates appropriate workplace practices and ethics.
2. The teacher discusses state guidelines to aid students in understanding the trends and issues of an occupation.
3. The teacher integrates academic skills appropriate for each occupational area.
4. The teacher uses simulated occupational applications of course content.
5. The teacher uses practitioners from business, industry, and government as appropriate for the content area.
6. The teacher develops a scope and sequence of instruction related to the students' prior knowledge.
7. The teacher discusses the entrepreneurial role in the workforce.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Knowledge

1. The teacher recognizes the scope and sequence of content across high school and postsecondary technical curricula.

Performance

1. The teacher designs a technical curriculum that aligns with high school and postsecondary technical curricula.
2. The teacher designs curriculum to meet community and industry expectations.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Knowledge

1. The teacher knows how to use information about a student's progress, including assessments, to evaluate work-readiness.

2. The teacher knows how to conduct a follow-up survey of graduates and how to use the information to modify curriculum and make program improvement.

Disposition

1. The teacher appreciates feedback from students, graduates, and employers for continuous program improvement.

Performance

1. The teacher modifies the curriculum, instruction, and the program based on student progress and follow-up data from recent graduates and employers.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Performance

1. The teacher develops a professional development plan.
2. The teacher evaluates his or her educational and occupational professionalism.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Knowledge

1. The teacher knows the contributions of advisory committees.
2. The teacher understands the importance of using the employment community to validate occupational skills.
3. The teacher understands how to effect change in professional-technical education and in the occupational area taught.
4. The teacher knows about professional organizations within the occupational area.
5. The teacher knows how to develop articulation agreements.
6. The teacher understands the structure of student organizations.
7. The teacher understands the ideas, opinions, and perceptions of business and industry.

Disposition

1. The teacher appreciates collaboration between agencies impacting the professional-technical system.
2. The teacher recognizes the importance of professional organizations within the occupational area.

3. The teacher appreciates ideas, opinions, and perceptions of business and industry.
4. The teacher recognizes that student organizations help refine leadership, organizational, and interpersonal skills.

Performance

1. The teacher establishes and uses advisory committees for program development and improvement.
2. The teacher cooperates with educators in other content areas to develop appropriate instructional strategies and to integrate learning.
3. The teacher interacts with business, industry, labor, government, and the community to build effective partnerships.
4. The teacher participates in appropriate professional organizations.
5. The teacher constructs articulation agreements.
6. The teacher describes how to organize an active professional-technical student organization.

Standard 11: Learning Environment - The teacher creates and manages a safe and productive learning environment.

Knowledge

1. The teacher understands how to dispose of waste materials.
2. The teacher knows how to care for, inventory, and maintain materials and equipment.
3. The teacher understands safety contracts and operation procedures.
4. The teacher understands legal safety issues related to the program area.
5. The teacher knows safety requirements necessary to conduct laboratory and field activities.
6. The teacher knows time and organizational skills in laboratory management.
7. The teacher is aware of safety regulations at school and work sites.

Disposition

1. The teacher recognizes the importance of collaborative laboratory activities related to safety and learning.
2. The teacher is committed to safety in the learning environment.

Performance

1. The teacher ensures that facilities, materials, and equipment are safe to use.
2. The teacher uses safety procedures and documents safety instruction.
3. The teacher demonstrates good classroom/lab management skills (e.g., time management skills, budgeting skills, organizational skills, individualized instruction, and stress management).
4. The teacher reinforces effective work and safety habits.

Standard 12: Workplace Preparation - The teacher prepares students to meet the competing demands and responsibilities of the workplace.

Knowledge

1. The teacher understands workplace issues (e.g., diversity, productivity, and human resource law and policy).
2. The teacher understands how to help students balance work and personal life.
3. The teacher knows how to promote career awareness.

Disposition

1. The teacher is sensitive to personal and workplace interactions.
2. The teacher recognizes that career awareness is important.

Performance

1. The teacher designs instructional strategies that address workplace issues (e.g., diversity, productivity, human resource law and policy).
2. The teacher prepares students to cope with competing demands between work and personal life.
3. The teacher provides opportunities for career awareness.

Idaho Standards for Agricultural Science and Technology Teachers

In addition to the standards listed here, agricultural science and technology teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Professional-Technical Teachers.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands biological, physical, and applied sciences relative to practical solutions for the agricultural industry.
2. The teacher knows about production agriculture.
3. The teacher knows plant and animal science, agricultural business management and law, and agricultural mechanics, as well as computer and other technology related to these areas.
4. The teacher understands and has experience in one or more of the following specialized occupational areas:
 - a. Agricultural production and marketing
 - b. Agricultural equipment and supplies
 - c. Product processing
 - d. Ornamental horticulture and turfgrass management
 - e. Agricultural business planning and analysis
 - f. Natural resource management
 - g. Environmental science
 - h. Forestry
 - i. Industrial equipment
 - j. Small animal production and care
5. The teacher knows about the operation of agricultural youth organizations.
6. The teacher knows about working with students and adults in supervised agricultural experience programs.

Disposition

1. The teacher appreciates the value of agriculture science and technology programs for students and the community.

Performance

1. The teacher applies natural and physical science principles to practical solutions.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development. (same as Core)

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences. (same as Core)

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning. (same as Core)

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. (same as Core)

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom. (same as Core)

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies. (same as Core)

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness. (same as Core)

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching. (same as Core)

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being. (same as Core)

Idaho Standards for Business Technology Teachers

In addition to the standards listed here, business technology teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Professional-Technical Teachers.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher knows a broad range of introductory business subjects (e.g., accounting, economics, information systems, communications, management, marketing, business law, and international business).
2. The teacher is knowledgeable in areas related to business (e.g., personal finance, career education, entrepreneurship, mathematics, and interrelationships in business).
3. The teacher understands the importance of technology as a tool for accomplishing tasks related to business and industry.

Disposition

1. The teacher appreciates the value of business education programs for students and the community.

Performance

1. The teacher demonstrates business- and industry-standard skill levels in keyboarding, accounting, and office procedures.
2. The teacher effectively delivers business education content at the junior high, middle school, and/or high school levels.
3. The teacher demonstrates the efficient use of technology to accomplish tasks related to business and industry.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development. (same as Core)

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences. (same as Core)

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning. (same as Core)

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. (same as Core)

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom. (same as Core)

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies. (same as Core)

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness. (same as Core)

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching. (same as Core)

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being. (same as Core)

Idaho Standards for Family and Consumer Sciences Teachers

In addition to the standards listed here, family and consumer sciences teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Professional-Technical Teachers.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands the significance of family and its impact on the well-being of individuals and society and the multiple life roles and responsibilities in family, work, and community settings.
2. The teacher knows of community agencies and organizations that provide assistance to individuals and families.
3. The teacher understands how interpersonal relationships, cultural patterns, and diversity impact individuals, families, community, and the workplace.
4. The teacher knows the roles and responsibilities of parenting and factors that impact human growth and development across the life span.
5. The teacher understands planning, selecting, preparing, and serving food according to the principles of sound nutrition and cultural and economic needs of individuals and families, along with practices to encourage wellness for life.
6. The teacher understands the design, selection, and care of textiles and apparel.
7. The teacher understands housing, design, furnishings, and equipment needs for individuals and families.
8. The teacher knows consumer issues about and behavior for managing individual and family resources to achieve goals at various stage of the life cycle.
9. The teacher understands resource conservation and environmental issues in relation to family and community health.
10. The teacher understands the nature of the profession and knows of careers related to family and consumer sciences.

Disposition

1. The teacher appreciates the value of family and consumer science education programs for students, families, and the community.

Performance

1. The teacher demonstrates a command of instructional methodology in the delivery of family and consumer sciences content at the middle school and secondary school levels.
2. The teacher integrates student leadership organizations (e.g., Family, Career and Community Leaders of America—FCCLA) into the family and consumer sciences curriculum.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development. (same as Core)

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences. (same as Core)

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning. (same as Core)

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. (same as Core)

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom. (same as Core)

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies. (same as Core)

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness. (same as Core)

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching. (same as Core)

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being. (same as Core)

Idaho Standards for Marketing Teachers

In addition to the standards listed here, marketing teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Professional-Technical Teachers.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher knows a broad range of introductory business subjects (e.g., accounting, economics, information systems, communications, management, marketing, merchandising, retailing, business law, and international business).
2. The teacher is knowledgeable of areas related to marketing (e.g., personal finance, career education, entrepreneurship, mathematics, and interrelationships in business).

Disposition

1. The teacher appreciates the value of marketing education programs for students and the community.

Performance

1. The teacher demonstrates business- and industry-standard skill levels in promotions, advertising, accounting, and coordination techniques.
2. The teacher effectively delivers marketing content at the junior high, middle school and/or high school levels.
3. The teacher demonstrates the efficient use of technology to accomplish tasks related to business and industry.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development. (same as Core)

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences. (same as Core)

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning. (same as Core)

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. (same as Core)

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom. (same as Core)

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies. (same as Core)

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness. (same as Core)

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching. (same as Core)

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being. (same as Core)

Idaho Standards for Technology Education Teachers

In addition to the standards listed here, technology education teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Professional-Technical Teachers.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher has a basic understanding of contemporary communications; manufacturing; power, energy, and transportation; construction; electronics; and computer systems.
2. The teacher understands the operation and features of a computer-aided design and computer-aided manufacturing systems.
3. The teacher understands the principles and concepts of technology and the related mathematics concepts associated with them.
4. The teacher knows the classical and contemporary elements, principles, and processes of structural systems.

Disposition

1. The teacher appreciates the value of technology education programs for students and the community.

Performance

1. The teacher demonstrates the basic skills that support the fields of communications; manufacturing; power, energy, and transportation; construction; electronics; and computer technology.
2. The teacher demonstrates how to install, maintain, and troubleshoot computers and peripheral equipment, telecommunications equipment, and other related technology applications.
3. The teacher demonstrates architectural and mechanical drafting and developmental skills.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development. (same as Core)

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences. (same as Core)

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning. (same as Core)

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. (same as Core)

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom. (same as Core)

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies. (same as Core)

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness. (same as Core)

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching. (same as Core)

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being. (same as Core)

Idaho Foundation Standards for Science Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge, disposition, and performance statements for the Science Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

In addition to the standards listed here, science teachers must meet Idaho Core Teacher Standards and at least one of the following: (1) Idaho Standards for Biology Teachers, (2) Idaho Standards for Chemistry Teachers, (3) Idaho Standards for Earth and Space Science Teachers, (4) Idaho Standards for Natural Science Teachers, (5) Idaho Standards for Physical Science Teachers, or (6) Idaho Standards for Physics Teachers.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher knows the history and nature of science and scientific theories.
2. The teacher understands that all sciences are related.
3. The teacher understands the concepts of form and function.
4. The teacher understands the interconnectedness among the science disciplines.
5. The teacher understands the process of scientific inquiry.
6. The teacher knows how to investigate scientific phenomena, interpret findings, and communicate information to students.
7. The teacher knows how to effectively engage students in constructing deeper understanding of scientific phenomena through lessons, demonstrations, and laboratory and field activities.

Disposition

1. The teacher appreciates the history and nature of science.
2. The teacher recognizes that scientific knowledge is subject to change as new evidence becomes available.

3. The teacher appreciates science as a way of discovery.

Performance

1. The teacher provides students with opportunities to view science in its cultural and historical context by using examples from history and including scientists of both genders and from varied social and cultural groups.
2. The teacher continually adjusts curriculum and activities to align them with new scientific data.
3. The teacher provides students with a holistic, interdisciplinary understanding of concepts in life, earth systems/space, physical, and environmental sciences.
4. The teacher helps students build scientific knowledge and develop scientific habits of mind.
5. The teacher demonstrates competence in investigating scientific phenomena, interpreting findings, and communicating information to students.
6. The teacher models and encourages the skills of scientific inquiry, including creativity, curiosity, openness to new ideas, and skepticism that characterize science.
7. The teacher creates lessons, demonstrations, and laboratory and field activities that effectively communicate and reinforce science concepts and principles.
8. The teacher engages in scientific inquiry in science coursework.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. The teacher knows how students construct scientific knowledge and develop scientific habits of mind.
2. The teacher knows commonly held conceptions about science and how they affect student learning.

Disposition

1. The teacher appreciates the development of students' abilities to think critically about science.

Performance

1. The teacher identifies students' conceptions about the natural world.
2. The teacher engages students in constructing deeper understandings of the natural world.

Standard 3: Modifying Instruction for Individual Needs Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to

learning and creates instructional opportunities to meet students' diverse needs and experiences. (same as Core Standards)

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Knowledge

1. The teacher understands how to apply mathematics and technology to analyze, interpret, and display scientific data.
2. The teacher understands how to implement scientific inquiry.
3. The teachers understands how to engage students in making deeper sense of the natural world through careful orchestration of demonstrations of phenomena for larger groups when appropriate.

Disposition

1. The teacher appreciates the usefulness of mathematics and technology to clarify patterns that suggest solutions.
2. The teacher appreciates the importance of scientific inquiry in the development of scientific habits of mind.

Performance

1. The teacher applies mathematics derivation and technology in analysis, interpretation, and display of scientific data.
2. The teacher uses instructional strategies that engage students in scientific inquiry and that develop scientific habits of mind.
3. The teacher engages students in making deeper sense of the natural world through careful orchestration of demonstrations of phenomena for larger groups when appropriate.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. (same as Core Standards)

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Knowledge

1. The teacher knows how to use a variety of interfaced electronic hardware and software for communicating data.
2. The teacher knows how to use graphics, statistical, modeling, and simulation software, as well as spreadsheets to develop and communicate science concepts.

3. The teacher understands technical writing as a way to communicate science concepts and processes.

Disposition

1. The teacher realizes that technology in the classroom prepares students for many real-life experiences.
2. The teacher recognizes technological methods as a way to present scientific concepts as well as record and analyze data.

Performance

1. The teacher models the appropriate scientific interpretation and communication of scientific evidence through technical writing, scientific posters, multimedia presentations, and electronic communications media.
2. The teacher engages students in sharing data during laboratory investigation to develop and evaluate conclusions.
3. The teacher engages students in the use of computers in laboratory/field activities to gather, organize, analyze, and graphically present scientific data.
4. The teacher engages students in the use of computer modeling and simulation software to communicate scientific concepts.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies. (same as Core Standards)

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness. (same as Core Standards)

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Knowledge

1. The teacher understands the importance of keeping current on research related to how students learn science.
2. The teacher understands the importance of keeping current on scientific research findings.

Disposition

1. The teacher appreciates the application of contemporary research findings for teaching and learning science.

Performance

1. The teacher incorporates current research related to student learning of science into science curriculum and instruction.
2. The teacher incorporates current scientific research findings into science curriculum and instruction.

Standard 10: Partnerships- The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being. (same as Core Standards)

Standard 11: Safe Learning Environment - The science teacher provides for a safe learning environment.

Knowledge

1. The teacher knows how to select materials that match instructional goals as well as how to maintain a safe environment.
2. The teacher knows how to properly dispose of waste materials.
3. The teacher knows how to properly care for, inventory, and maintain materials and equipment.
4. The teacher is aware of legal responsibilities associated with safety.
5. The teacher knows the safety requirements necessary to conduct laboratory and field activities and demonstrations.
6. The teacher knows how to procure and use Material Safety Data Sheets (MSDS).

Disposition

1. The teacher recognizes that proper safety procedures are necessary for laboratory, field, and demonstration activities.
2. The teacher recognizes that the student must understand safety procedures to ensure a productive and safe learning environment.
3. The teacher is committed to providing a safe learning environment.

Performance

1. The teacher develops instruction that uses appropriate materials and ensures a safe environment.
2. The teacher creates and ensures a safe learning environment by including appropriate documentation of activities.
3. The teacher makes informed decisions about the use of specific chemicals or performance of a lab activity regarding facilities and student age and ability.

4. The teacher models safety at all times.
5. The teacher makes use of Material Safety Data Sheet (MSDS) and storage information for laboratory materials.
6. The teacher creates lesson plans and teaching activities consistent with appropriate safety considerations.
7. The teacher evaluates lab and field activities for safety.
8. The teacher evaluates a facility for compliance to safety regulations.
9. The teacher uses safety procedures and documents safety instruction.
10. The teacher demonstrates the ability to acquire, use, and maintain materials and lab equipment.
11. The teacher implements laboratory, field, and demonstration safety techniques.

Standard 12: Laboratory and Field Activities - The science teacher demonstrates competence in conducting laboratory, and field activities.

Knowledge

1. The teacher knows a broad range of laboratory and field techniques.
2. The teacher knows strategies to develop students' laboratory and field skills.

Disposition

1. The teacher recognizes the importance of a laboratory environment and field activities that engage students in critical thinking about the natural world.

Performance

1. The teacher engages students in a variety of laboratory and field techniques.
2. The teacher uses a variety of instructional strategies in laboratory and field experiences to engage students in developing their understanding of the natural world.

Idaho Standards for Biology Teachers

In addition to the standards listed here, biology teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Science Teachers.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands that there are unifying themes in biology, including levels from molecular to whole organism.
2. The teacher knows the currently accepted taxonomy systems used to classify living things.
3. The teacher understands scientifically accepted theories of how living systems evolve through time.
4. The teacher understands that genetic material and characteristics are passed between generations.
5. The teacher knows biochemical processes that are involved in life functions.
6. The teacher knows that living systems interact with their environment and are interdependent with other systems.
7. The teacher understands that systems in living organisms maintain conditions necessary for life to continue.
8. The teacher understands the cell as the basis for all living organisms and how cells carry out life functions.
9. The teacher understands how matter and energy flow through living and non-living systems.
10. The teacher knows how the behavior of living organisms changes in relation to environmental stimuli.

Disposition

1. The teacher recognizes the value of unifying themes of biology in organizing the large body of information from molecular to the whole organism and the interrelationships at all levels.

Performance

1. The teacher prepares lessons that help students understand the flow of matter and energy through living systems.

2. The teacher assists students in gaining an understanding of the ways living things are interdependent.
3. The teacher assists students in understanding how living things impact/change their environment and how the physical environment impacts/changes living things.
4. The teacher helps students understand how the principles of genetics apply to the flow of characteristics from one generation to the next.
5. The teacher helps students understand how genetic “information” is translated into living tissue and chemical compounds necessary for life.
6. The teacher helps students understand accepted scientific theories of how life forms have evolved through time and the principles on which these theories are based.
7. The teacher helps students understand the ways living organisms are adapted to their environments.
8. The teacher helps students understand the means by which organisms maintain an internal environment that will sustain life.
9. The teacher helps students classify living organisms into appropriate groups by the current scientifically accepted taxonomic techniques. .
10. The teacher helps students understand a range of plants and animals from one-celled organisms to more complex multi-celled creatures composed of systems with specialized tissues and organs.
11. The teacher helps students develop the ability to evaluate ways humans have changed living things and the environment of living things to accomplish human purposes (e.g., agriculture, genetic engineering, dams on river systems, burning fossil fuels, seeding clouds, and making snow).
12. The teacher helps students understand that the cell, as the basis for all living organisms, carries out life functions.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development. (same as Core and Foundation Standards)

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students’ diverse needs and experiences. (same as Core Standards)

Standard 4: Multiple Instructional Strategies - Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning. (same as Core and Foundation Standards)

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. (same as Core Standards)

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom. (same as Core and Foundation Standards)

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies. (same as Core Standards)

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness. (same as Core Standards)

Standard 9: Professional Commitment and Responsibility- The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching. (same as Core and Foundation Standards)

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being. (same as Core Standards)

Idaho Standards for Chemistry Teachers

In addition to the standards listed here, chemistry teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Science Teachers.

Standard 1: Knowledge of Subject Matter- The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands the fundamental components and procedures of chemistry and how they interact to create a holistic understanding of matter and energy.
2. The teacher knows the fundamental principles of chemistry, including kinetic molecular theory, periodicity and atomic structure, solutions, stoichiometry, and chemical reactions.
3. The teacher knows organic chemistry, inorganic chemistry, analytic chemistry, physical chemistry, and biochemistry.
4. The teacher has a broad knowledge of mathematical principles, including calculus, and is familiar with the connections that exist between mathematics and chemistry.
5. The teacher knows alternative explanations and models of chemistry concepts.

Disposition

1. The teacher appreciates that a broad understanding of energy and matter is possible through the various components of chemistry.
2. The teacher appreciates the perspectives provided by each of the basic areas of chemistry: organic chemistry, inorganic chemistry, analytical chemistry, physical chemistry, and biochemistry.

Performance

1. The teacher consistently reinforces the underlying themes, concepts, and procedures of the basic areas of chemistry during instruction, demonstrations, and laboratory activities to facilitate student understanding.
2. The teacher uses scientific criteria to develop alternative models to explain chemistry concepts.
3. The teacher models the application of mathematical concepts for chemistry (e.g., factor-label method, statistical analysis of data, and problem-solving skills).

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development. (same as Core and Foundation Standards)

Standard 3: Modifying Instruction for Individual Needs - Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences. (same as Core Standards)

Standard 4: Multiple Instructional Strategies - Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning. (same as Core and Foundation Standards)

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. (same as Core Standards)

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom. (same as Core and Foundation Standards)

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies. (same as Core Standards)

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness. (same as Core Standards)

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching. (same as Core and Foundation Standards)

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being. (same as Core Standards)

Idaho Standards for Earth and Space Science Teachers

In addition to the standards listed here, earth and space science teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Science Teachers.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher knows how local events can potentially impact local, regional, and global conditions.
2. The teacher understands the rock cycle and the classification systems for rocks and minerals.
3. The teacher understands the interaction among mountain building, earthquakes, oceanic trenches, volcanoes, and continental drift as explained by the theory of plate tectonics.
4. The teacher understands the relationship between the sun, moon and earth in explaining phenomena.
5. The teacher knows earth history as interpreted using scientific evidence.
6. The teacher understands the composition of the earth and its atmosphere.
7. The teacher understands the processes of erosion, weathering, and soil development (e.g., mass wasting, spheroidal weathering, alluvial fans, physical and chemical weathering, glaciers, stream valleys, cirques, and stream terraces).
8. The teacher knows the multiple scientific theories of the origin of galaxies, planets, and stars.
9. The teacher understands the concept of the interaction of forces and other physical science concepts about earth and astronomical change.
10. The teacher understands the flow of energy and matter through earth and astronomic systems.
11. The teacher knows the concepts of weather and climate.
12. The teacher understands ocean environments and how the physical forces on the surface of the earth interact with them.

Disposition

1. The teacher appreciates the interdependence of earth systems and space systems.

Performance

1. The teacher helps students understand the flow of energy and matter through earth and space systems.
2. The teacher helps students understand seasonal changes in terms of the relative position and movement of the earth and sun.
3. The teacher helps students understand the causes of weather and climate in relation to physical laws of nature.
4. The teacher helps students understand the types of rocks and how they change from one type of rock to another as they move through the rock cycle.
5. The teacher helps students understand the theory of plate tectonics, including continental drift, volcanism, mountain building, ocean trenches, and earthquakes.
6. The teacher helps students understand how scientists use indirect methods, including knowledge of physical principles, to learn about astronomical objects.
7. The teacher helps students understand how accepted scientific theories about prehistoric life are developed.
8. The teacher assists students as they critically evaluate the quality of the data on which scientific theories are based.
9. The teacher helps students understand the movement of air, water, and solid matter in response to the flow of energy through systems.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development. (same as Core and Foundation Standards)

Standard 3: Modifying Instruction for Individual Needs - Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences. (same as Core Standards)

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning. (same as Core and Foundation Standards)

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. (same as Core Standards)

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom. (same as Core and Foundation Standards)

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies. (same as Core Standards)

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness. (same as Core Standards)

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching. (same as Core and Foundation Standards)

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being. (same as Core Standards)

Idaho Standards for Natural Science Teachers

Natural science teachers must meet all of the following standards:

- 1. Idaho Core Teacher Standards*
- 2. Idaho Foundation Standards for Science Teachers*
- 3. Idaho Standards for Biology Teachers*
- 4. Idaho Standards for Earth and Space Science Teachers*
- 5. Idaho Standards for Chemistry Teachers*
- 6. Idaho Standards for Physics Teachers*

Idaho Standards for Physical Science Teachers

Physical science teachers must meet all of the following standards:

- 1. Idaho Core Teacher Standards*
- 2. Idaho Foundation Standards for Science Teachers*
- 3. Idaho Standards for Chemistry Teachers*
- 4. Idaho Standards for Physics Teachers*

Idaho Standards for Physics Teachers

In addition to the standards listed here, physics teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Science Teachers.

Standard 1: Knowledge of Subject Matter- The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands electromagnetic and gravitational interactions as well as concepts of matter and energy to formulate a coherent understanding of the natural world.
2. The teacher understands the major concepts and principles of the basic areas of physics, including mechanics, thermodynamics, waves, optics, electricity, magnetism, and nuclear physics.
3. The teacher knows how to apply appropriate mathematical principles of algebra, geometry, trigonometry, calculus, and statistics in the description of the physical world and is familiar with the connections between mathematics and physics.
4. The teacher understands contemporary physics events and research.
5. The teacher knows multiple explanations and models of physical phenomena and the process of developing and evaluating explanations of the physical world.
6. The teacher knows the history of the development of models used to explain physical phenomena and is able to explain why models were considered appropriate when they were developed.

Disposition

1. The teacher appreciates that a broad understanding of the natural world is possible through application of concepts of interactions of matter and energy.
2. The teacher recognizes that a deep understanding of the physical phenomena rests primarily at a conceptual level and is augmented through appropriate mathematical description and analysis.

Performance

1. The teacher engages students in developing and applying conceptual models to describe the natural world.
2. The teacher engages students in testing and evaluating physical models through direct comparison with the phenomena via laboratory and field activities and demonstrations.
3. The teacher engages students in the appropriate use of mathematical principles in examining and describing models for explaining physical phenomena.
4. The teacher engages student in the examination and consideration of the models used to explain the physical world.

Standard 2: Knowledge of Human Development and Learning- The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development. (same as Core and Foundation Standards)

Standard 3: Modifying Instruction for Individual Needs - The teacher understands and uses a variety of instructional strategies to develop student learning. (same as Core Standards)

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning. (same as Core and Foundation Standards)

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. (same as Core Standards)

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom. (same as Core and Foundation Standards)

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies. (same as Core Standards)

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness. (same as Core Standards)

Standard 9: Professional Commitment and Responsibility- The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching. (same as Core and Foundation Standards)

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being. (same as Core Standards)

Idaho Foundation Standards for Social Studies Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge, disposition, and performance statements for the Social Studies Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

In addition to the standards listed here, social studies teachers must meet Idaho Core Teacher Standards and one of the following: (1) Idaho Standards for Economics Teachers, (2) Idaho Standards for Geography Teachers, (3) Idaho Standards for Government and Civics Teachers, (4) Idaho Standards for History Teachers, or 5) Idaho Standards for Social Studies Teachers.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher has a broad knowledge base of the social studies and related disciplines (e.g., history, economics, geography, political science, and humanities).
2. The teacher understands the ways various governments and societies have changed over time.
3. The teacher understands ways in which independent and interdependent systems of trade and production develop.
4. The teacher understands the impact that cultures, religions, technologies, vision/structure for social justice, and other factors have on worldwide historical processes.
5. The teacher understands the responsibilities and rights of citizens in the United States political system, and how citizens exercise those rights and participate in the system.
6. The teacher understands that geography enables people to comprehend the relationships between people, places, and environments over time.
7. The teacher understands the principles and processes of a democratic society.
8. The teacher knows the appropriate use of primary and secondary sources (i.e., documents, maps, graphs, charts, tables, and statistical data) in interpreting social studies concepts.

Disposition

1. The teacher recognizes the importance of the social sciences in enabling students to become responsible, contributing members of society.
2. The teacher recognizes the interconnectedness of the social science disciplines.
3. The teacher recognizes the importance of connecting current events and global perspectives to students' lives.

Performance

1. The teacher provides opportunities to trace and analyze chronological periods and to examine the relationships of significant historical concepts.
2. The teacher encourages and guides investigation of various governments and cultures in terms of their diversity, commonalities, and interrelationships.
3. The teacher integrates knowledge from the social sciences and the humanities in order to prepare students to live in a world with limited resources, ethnic diversity, cultural pluralism, and increasing interdependence.
4. The teacher incorporates current events, global perspectives, and scholarly research into the curriculum.
5. The teacher uses primary and secondary sources (i.e., documents, maps, graphs, charts, tables, and data interpretation) when presenting social studies concepts.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. The teacher understands how leadership, group, and cultural influences contribute to intellectual, social, and personal development.
2. The teacher understands the impact of civic engagement on student learning.

Disposition

1. The teacher recognizes the importance of democratic responsibility.
2. The teacher recognizes the importance of civic engagement in a democratic society.

Performance

1. The teacher provides opportunities for students to engage in civic life, politics, and government.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences. (same as Core Standards)

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning. (same as Core Standards)

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. (same as Core Standards)

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom. (same as Core Standards)

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies. (same as Core Standards)

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness. (same as Core Standards)

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching. (same as Core Standards)

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being. (same as Core Standards)

Idaho Standards for Economics Teachers

In addition to the standards listed here, economics teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Social Studies Teachers.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands basic economic concepts and models (e.g., scarcity, productive resources, voluntary exchange, unemployment, price influences, credit/debt, market incentives, interest rate, free market, and imports/exports).
2. The teacher understands the role of money as a medium of exchange.
3. The teacher understands the influences on economic systems (e.g., culture, values, belief systems, environmental and geographic impacts, technology, and governmental decisions).
4. The teacher knows different types of economic institutions and how they differ from one another (e.g., business structures, entrepreneurship, stock markets, banking institutions, and labor unions).
5. The teacher understands how economic institutions shaped history and influence current economic practices.
6. The teacher understands the principles of sound personal finance.
7. The teacher understands how to engage students in the application of economic concepts.

Disposition

1. The teacher recognizes the importance of connecting economic forces to students' lives and their roles as consumers, business people, and workers.
2. The teacher recognizes the importance of engaging students in the application of economic concepts.

Performance

1. The teacher promotes student comprehension and analysis of economic principles and concepts.
2. The teacher creates opportunities for students to engage in the application of economic concepts.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development. (same as Core and Foundation Standards)

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences. (same as Core Standards)

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning. (same as Core Standards)

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. (same as Core Standards)

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom. (same as Core Standards)

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies. (same as Core Standards)

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness. (same as Core Standards)

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching. (same as Core Standards)

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being. (same as Core Standards)

Idaho Standards for Geography Teachers

In addition to the standards listed here, geography teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Social Studies Teachers.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands the spatial organization of peoples, places, and environments.
2. The teacher understands the human and physical characteristics of places and regions.
3. The teacher understands the physical processes that shape and change the patterns of earth's surface.
4. The teacher understands the reasons for the migration and settlement of human populations.
5. The teacher understands how human actions modify the physical environment and how physical systems affect human activity and living conditions.
6. The teacher understands the characteristics and functions of maps, globes, photographs, satellite images, and models.

Disposition

1. The teacher appreciates that the study of geography enables people to comprehend the relationships between people, places, and environments over time.

Performance

1. The teacher uses present and past events to interpret political, physical, and cultural patterns.
2. The teacher instructs students in the earth's dynamic physical systems and their impact on humans.
3. The teacher relates population dynamics and distribution to physical, cultural, historical, economic, and political circumstances.
4. The teacher relates the earth's physical systems and varied patterns of human activity to world environmental issues.
5. The teacher uses geographic resources (e.g., globes, atlases, maps, map projections, aerial photographs, geographic information systems (GIS), newspapers, journals, and databases).

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development. (same as Core and Foundation Standards)

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences. (same as Core Standards)

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning. (same as Core Standards)

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. (same as Core Standards)

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom. (same as Core Standards)

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies. (same as Core Standards)

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness. (same as Core Standards)

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching. (same as Core Standards)

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being. (same as Core Standards)

Idaho Standards for Government and Civics Teachers

In addition to the standards listed here, government and civics teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Social Studies Teachers.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands the relationships between civic life, politics, and government.
2. The teacher understands the foundations and principles of the United States political system (e.g., origins of constitutional law in Western civilization, written constitution, analysis of amendments to the U.S. Constitution, separation of power, suffrage, majority rule/minority rights, federalism, , and diverse populations).
3. The teacher understands the organization and formation of the United States government, and how power and responsibilities are organized, distributed, shared, and limited as defined by the United States Constitution.
4. The teacher understands the significance of United States foreign policy (e.g., evolution of foreign policy, national interests, global perspectives, international involvements, human rights, economic impacts, and environmental issues).
5. The teacher understands the role of international relations in shaping the United States political system.
6. The teacher understands the civic responsibilities and rights of all inhabitants of the United States (e.g., individual and community responsibilities, participation in the political process, rights and responsibilities of noncitizens, and the electoral process).

Disposition

1. ***The teacher recognizes the important role of representative democracy in the United States.***
2. ***The teacher recognizes the social and political importance of current events.***
3. The teacher recognizes the importance of civic engagement in a representative democracy.

Performance

1. The teacher creates opportunities for student to engage in civic life, politics, and government.
2. The teacher promotes student comprehension and analysis of the foundations and principles of the United States political system and the organization and formation of the United States government.

3. The teacher promotes student comprehension and analysis of United States foreign policy and international relations.
4. The teacher integrates global perspectives into the study of civics and government.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development. (same as Core and Foundation Standards)

Standard 3: Adapting Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences. (same as Core Standards)

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning. (same as Core Standards)

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. (same as Core Standards)

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom. (same as Core Standards)

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies. (same as Core Standards)

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness. (same as Core Standards)

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching. (same as Core Standards)

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being. (same as Core Standards)

Idaho Standards for History Teachers

In addition to the standards listed here, history teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Social Studies Teachers.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands themes and concepts in history (e.g., exploration, expansion, migration, immigration).
2. The teacher understands the political, social, cultural, and economic responses to industrialization and technological innovation.
3. The teacher understands how international relations impacted the development of the United States.
4. The teacher understands how significant conflicts defined and continue to define the United States.
5. The teacher understands the political, social, cultural, and economic development of the United States.
6. The teacher understands the political, social, cultural, and economic development of the peoples of the world, both Western and non-Western.
7. The teacher understands the impact of gender, race, ethnicity, religion, and national origin on history.

Disposition

1. The teacher recognizes the evolution of a global society from isolated entities to an interconnected world.
2. The teacher recognizes the contributions of the peoples of the world, both Western and non-Western.
3. The teacher recognizes the importance of continuity and change across time.

Performance

1. The teacher provides opportunities for students to make connections between political, social, cultural, and economic themes and concepts.
2. The teacher enables students to incorporate the issues of gender, race, ethnicity, religion, and national origin into their examination of history.

3. The teacher facilitates student inquiry on how international relationships impact the United States.
4. The teacher relates the role of conflicts to continuity and change across time.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development. (same as Core and Foundation Standards)

Standard 3: Adapting Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences. (same as Core Standards)

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning. (same as Core Standards)

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. (same as Core Standards)

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom. (same as Core Standards)

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies. (same as Core Standards)

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness. . (same as Core Standards)

Standard 9: Professional Commitment and Responsibility- The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching. (same as Core Standards)

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being. (same as Core Standards)

Idaho Standards for Special Education Generalists

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge, disposition, and performance statements for the Special Education Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

In addition to the standards listed here, special education teachers must meet Idaho Core Teacher Standards and the Idaho Generalist Standards and one of the following, if applicable: (1) Idaho Standards for Special Education Teachers of Students with Severe Disabilities, (2) Idaho Standards for Teachers of the Blind and Visually Impaired, or (3) Idaho Standards for Teachers of the Deaf and Hard of Hearing.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands the theories, history, philosophies, and models that provide the basis for special education practice.
2. The teacher understands concepts of language arts in order to help students develop and successfully apply their skills to many different situations, materials, and ideas.
3. The teacher understands major concepts, procedures, and reasoning processes of mathematics in order to foster student understanding.

Disposition

1. The teacher respects the historical and philosophical framework of special education.

Performance

1. The teacher demonstrates the application of theories and research-based educational models in special education practice.
2. The teacher implements best practice instruction across academic and non-academic areas to improve student outcomes.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. The teacher understands how the learning patterns of students with disabilities may differ from the norm.

Performance

1. The teacher uses research-supported instructional strategies and practices (e.g., functional embedded skills approach, community-based instruction, task analysis, multi-sensory strategies, and concrete/manipulative techniques) to provide effective instruction in academic and nonacademic areas for students with disabilities.

Standard 3: Modifying Instruction for Individual Needs *Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.*

Knowledge

1. The teacher understands strategies for accommodating and adapting curriculum and instruction for students with disabilities.
2. The teacher knows the educational implications of exceptional conditions (e.g., sensory, cognitive, communication, physical, behavioral, emotional, and health impairments).
3. The teacher knows how to access information regarding specific student needs and disability-related issues (e.g., medical, support, and service delivery).

Disposition

1. The teacher appreciates the strengths and skills of each student and the student's relationships within the family, school, and community.
2. The teacher appreciates the individual development of students with various disabilities and the effect these disabilities have on their lives.

Performance

1. The teacher individualizes instruction to support student learning and behavior in various settings.
2. The teacher accesses and uses information about characteristics and appropriate supports and services for students with high and low incidence disabilities and syndromes.
3. The teacher locates, uses, and shares information on special health care needs and on the effects of various medications on the educational, cognitive, physical, social, and emotional behavior of students with disabilities.

Standard 4: Multiple Instructional Strategies *The teacher understands and uses a variety of instructional strategies to develop student learning.*

Knowledge

1. The teacher understands individualized skills and strategies necessary for positive support of academic success (e.g., comprehension, problem solving, organization, study skills, test taking, and listening)
2. The teacher understands the developmental nature of social skills.
3. The teacher understands that appropriate social skills facilitate positive interactions with peers, family members, educational environments, and the community.
4. The teacher understands characteristics of expressive and receptive communication and the effect this has on designing social and educational interventions.

Disposition

1. The teacher recognizes that appropriate social skills facilitate student success in all environments.

Performance

1. The teacher demonstrates the ability to teach students with disabilities in a variety of educational settings.
2. The teacher designs, implements, and evaluates instructional programs that enhance a student's participation in the family, the school, and community activities.
3. The teacher advocates for and models the use of appropriate social skills.
4. The teacher provides social skills instruction that enhances student success.
5. The teacher creates an accessible learning environment through the use of assistive technology.
6. The teacher demonstrates the ability to implement strategies that enhance students' expressive and receptive communication.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. The teacher understands applicable laws, rules, regulations, and procedural safeguards regarding behavior management planning for students with disabilities.
2. The teacher understands applied behavioral analysis and ethical considerations inherent in behavior management (e.g., positive behavioral supports, functional behavioral assessment, behavior plans).
3. The teacher understands characteristics of behaviors concerning individuals with disabilities (e.g., self-stimulation, aggression, non-compliance, self-injurious behavior).

3. The teacher understands the theories and application of conflict resolution and crisis prevention/intervention.
4. The teacher understands that students with disabilities may require specifically designed strategies for motivation and instruction in socially appropriate behaviors and self-control.

Disposition

1. The teacher respects that there is a range of acceptable behaviors within the framework of each situation.
2. The teacher recognizes that behavior is a form of communication (e.g., avoidance, retaliation, escape, and attention).

Performance

1. The teacher modifies the learning environment (e.g., schedule, transitions, and physical arrangements) to prevent inappropriate behaviors and enhance appropriate behaviors.
2. The teacher coordinates the implementation of behavior plans with all members of the educational team.
3. The teacher creates an environment that encourages self-advocacy and increased independence.
4. The teacher demonstrates a variety of effective behavior management techniques appropriate to students with disabilities.
5. The teacher designs and implements positive behavior intervention strategies and plans appropriate to the needs of the individual student.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Knowledge

1. The teacher understands the characteristics of normal, delayed, and disordered communication and their effect on participation in educational and community environments.
2. The teacher knows strategies and techniques that facilitate communication for students with disabilities.

Disposition

1. The teacher recognizes the important role the ability to communicate plays in a student's ability to interact with others.

Performance

1. The teacher uses a variety of verbal and nonverbal communication techniques to assist students with disabilities to participate in educational and community environments.

2. The teacher supports and expands verbal and nonverbal communication skills of students with disabilities.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Knowledge

1. The teacher understands curricular and instructional practices used in the development of academic, social, language, motor, cognitive, and affective skills for students with disabilities.
2. The teacher understands curriculum and instructional practices in self-advocacy and life skills relevant to personal living and participation in school, community, and employment.
3. The teacher understands the general education curriculum and state standards developed for student achievement.

Disposition

1. The teacher recognizes the importance of the development of self-determination and self-advocacy skills for students with disabilities.

Performance

1. The teacher develops comprehensive, outcome-oriented Individual Education Plans (IEP) in collaboration with IEP team members.
2. The teacher conducts task analysis to determine discrete skills necessary for instruction and to monitor student progress.
3. The teacher evaluates and links the student's skill development to the general education curriculum.
4. The teacher develops and uses procedures for monitoring student progress toward individual learning goals.
5. The teacher uses strategies for facilitating maintenance and generalization of skills across learning environments.
6. The teacher, in collaboration with parents/guardians and other professionals, assists students in planning for transition to post-school settings.
7. The teacher develops opportunities for career exploration and skill development in community-based settings.
8. The teacher designs and implements instructional programs that address independent living skills, vocational skills, and career education for students with disabilities.

9. The teacher considers issues related to integrating students with disabilities into and out of special centers, psychiatric hospitals, and residential treatment centers and uses resources accordingly.

Standard 8: Assessment of Student Learning -- The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Knowledge

1. The teacher understands the legal provisions, regulations, and guidelines regarding assessment of students with disabilities.
2. The teacher knows the instruments and procedures used to assess students for screening, pre-referral interventions, and following referral for special education services.
3. The teacher understands how to assist colleagues in designing adapted assessments.
4. The teacher understands the relationship between assessment and its use for decisions regarding special education service and support delivery.
5. The teacher knows the ethical issues and identification procedures for students with disabilities, including students from culturally and linguistically diverse backgrounds.
6. The teacher knows the appropriate accommodations and adaptations for state and district assessments.

Disposition

1. The teacher recognizes the rights of students and parents/guardians in the assessment process.
2. The teacher appreciates the impact that diversity (e.g., culture and language) has on the selection, administration, and interpretation of assessments as well as on how results are reported.
3. The teacher appreciates the legal provisions and guidelines involved in student assessment.

Performance

1. The teacher analyzes assessment information to identify student needs and to plan how to address them in the general education curriculum.
2. The teacher collaborates with families and professionals involved in the assessment of students with disabilities.
3. The teacher gathers background information regarding academic, medical, and social history.

4. The teacher uses assessment information in making instructional decisions and planning individual programs that result in appropriate placement and intervention for all students with disabilities, including those from culturally or linguistically diverse backgrounds.
5. The teacher facilitates and conducts assessments related to secondary transition planning, supports, and services.
6. The teacher participates as a team member in creating the assessment plan that may include ecological inventories, portfolio assessments, functional assessments, and high and low assistive technology needs to accommodate students with disabilities.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Performance

1. The teacher practices within the Council for Exceptional Children Code of Ethics and other standards and policies of the profession.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Knowledge

1. The teacher understands current federal and state laws pertaining to students with disabilities, including due process rights related to assessment, eligibility, and placement.
2. The teacher understands variations of beliefs, traditions, and values regarding disability across cultures and the effect of these on the relationship among the student, family, and school.
3. The teacher knows the rights and responsibilities of parents/guardians, students, teachers, professionals, and schools as they relate to students with disabilities.
4. The teacher is aware of factors that promote effective communication and collaboration with students, parents/guardians, colleagues, and the community in a culturally responsive manner.
5. The teacher is familiar with the common concerns of parents/guardians of students with disabilities and knows appropriate strategies to work with parents/guardians to deal with these concerns.
6. The teacher knows the roles of students with disabilities, parents/guardians, teachers, peers, related service providers, and other school and community personnel in planning and implementing an individualized program.
7. The teacher knows how to train or access training for paraprofessionals.

8. The teacher knows about services, networks, and organizations for individuals with disabilities and their families, including advocacy and career, vocational, and transition support.

Disposition

1. The teacher recognizes the importance of the relationship between school and family.
2. The teacher appreciates the dignity and privacy of students and families.
3. The teacher respects the unique contribution of family knowledge regarding the child's abilities and needs.
4. The teacher commits to the role of problem solver as part of the building team.

Performance

1. The teacher facilitates communication between the educational team, students, their families, and other caregivers.
2. The teacher trains or accesses training for paraprofessionals.
3. The teacher collaborates with team members to develop effective student schedules.
4. The teacher communicates the benefits, strengths, and constraints of special education services.
5. The teacher creates a manageable system to maintain all program and legal records for students with disabilities as required by current federal and state laws.
6. The teacher encourages and assists families to become active participants in the educational team (e.g., participating in collaborative decision making, setting instructional goals, and charting progress).
7. The teacher collaborates and consults with the student, the family, peers, regular classroom teachers, related service personnel, and other school and community personnel in integrating students with disabilities into various learning environments.
8. The teacher communicates with regular classroom teachers, peers, the family, the student, administrators, and other school personnel about characteristics and needs of students with disabilities.
9. The teacher participates in the development and implementation of rules and appropriate consequences at the classroom and school wide levels.

Idaho Standards for Teachers of the Blind and Visually Impaired

In addition to the standards listed here, teachers of the blind and visually impaired must meet Idaho Core Teacher Standards.

The teacher of students with visual impairments is well versed in the foundations for education of the blind and visually impaired, the physiology and functions of the visual system, and the effect a vision impairment has on the instructional program. Further, the teacher collaboratively designs instructional strategies based on the results of specialized assessments.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher knows the historical foundations for the education of children with visual impairments, including the array of service options.
2. The teacher knows the effects of medications on the visual system.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. The teacher understands the need for students to establish proper posture, communication, self-esteem, and social skills.
2. The teacher knows the effects of a visual impairment on the student's family and the reciprocal impact on the student's self-esteem.
3. The teacher understands the variations in functional capabilities and the diverse implications that various eye diseases have on growth and development.

Performance

1. The teacher provides students with a means to independently access and re-create materials readily available to the sighted world.
2. The teacher prepares students who have visual impairments to respond to societal attitudes and actions with positive behavior, self-advocacy, and a sense of humor.
3. The teacher designs instructional experiences contingent on student and familial stages of acceptance of the visual impairment.

4. The teacher communicates information from the optometrist/ophthalmologist report to school personnel to confirm the educational implications of the eye condition and to ensure the student's visual strengths are used.

Standard 3: Modifying Instruction for Individual Needs ***Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.***

Knowledge

1. The teacher knows the effects of a visual impairment on language and communication.
2. The teacher knows the impact of visual disorders on learning and experience.
3. The teacher knows methods for the development of special auditory, tactual, and modified visual communication skills for students with visual impairments (e.g., Braille reading and writing, handwriting for students with low vision and signature writing for blind students, listening and compensatory auditory skills, typing and keyboarding skills, unique technology for individuals with visual impairments, and use of alternatives to nonverbal communication).
4. The teacher understands the terminology related to diseases and disorders of the human visual system and their impact on language, cognitive, spatial concept, and psychosocial development.
5. The teacher knows how to critique and evaluate the strengths and limitations of various types of assistive technologies.
6. The teacher knows a variety of input and output enhancements to computer technologies that address the specific access needs of students with visual impairments in a variety of environments.
7. The teacher knows techniques for modifying instructional methods and materials for students with visual impairments and for assisting classroom teachers in implementing these modifications.
8. The teacher knows methods to acquire special academic skills, including the use of an abacus; the use of a talking calendar; tactile graphics (including maps, charts, tables, etc.); and adapted science equipment.

Performance

1. The teacher teaches, writes, and reads Grade 2 literary Braille and Nemeth codes when necessary (e.g., music, computer, and Braille).
2. The teacher secures specialized materials and equipment in a timely manner.
3. The teacher integrates knowledge of the visual impairment when identifying and infusing low vision devices and strategies into the curriculum, learning environments, and instructional techniques.

4. The teacher integrates ophthalmology, optometry, low vision, and functional vision evaluation information to comprehensively design strategies as part of an IEP.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Knowledge

1. The teacher possesses in-depth knowledge of methods, materials, and assistive technology for providing for the development of auditory, tactual, and communication skills for the visually impaired.
2. The teacher knows how to assist the student in developing visual, auditory, and tactile efficiency as well as pre-cane mobility skills.
3. The teacher knows how to assist the student in developing alternative organizational and study skills.
4. The teacher knows methods for providing adapted physical and recreation skills for individuals who have visual impairments.
5. The teacher knows functional life skills instruction relevant to independent, community, and personal living and to employment for individuals with visual impairments, including methods for accessing printed public information, public transportation, community resources, and acquiring practical skills (e.g., keeping personal records, time management, banking, emergency procedures, etc.).
6. The teacher knows strategies for developing transition plans and career awareness and provides vocational counseling for students who have visual impairments.

Performance

1. The teacher designs, sequences, implements, and evaluates modifications for daily living skills, which provide for independence.
2. The teacher implements integrated learning experiences that are multi-sensory and encourage active participation, self-advocacy, and independence.
3. The teacher integrates knowledge of the visual impairment and developmental progression when designing and implementing communication and social skills instruction.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. (same as Core)

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom. (same as Core)

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Knowledge

1. The teacher knows about consumer and professional organizations, journals, networks, and services relevant to the field of visual impairment.
2. The teacher understands the educational implications of federal entitlements and funding, and how this relates to the provision of specialized materials and equipment.
3. The teacher possesses an in-depth knowledge of the variances in the medical, federal, and state definitions of visual impairment, identification criteria, labeling issues, incidence and prevalence figures, and how each component interacts with eligibility determinations for service.
4. The teacher knows specialized policies regarding referral and placement procedures for students with visual impairments.

Standard 8: Assessment of Student Learning -- The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Knowledge

1. The teacher knows the procedures used for screening, pre-referral, referral, and classifications of students with visual impairments, including vision screening methods, functional vision evaluation, and learning media assessment.
2. The teacher possesses an in-depth knowledge of procedures for adapting and administering assessments for the intervention, referral, and identification of students with a visual impairment.

Performance

1. The teacher conducts alternative as well as functional evaluations of visual, literacy, pre-cane mobility, and educational performance.
2. The teacher uses information obtained through functional, alternative, and standardized assessments to plan, deliver, and modify instructional and environmental factors, including IEP development.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching. (same as Core)

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Knowledge

1. The teacher knows strategies for assisting parents/guardians and other professionals in planning appropriate transitions for students who have visual impairments.
2. The teacher knows the roles of paraprofessionals who work directly with students who have visual impairments (e.g., sighted readers, transcribers, aides, etc.) or who provide special materials to them.
3. The teacher knows teacher attitudes, expectations, and behaviors that affect the behaviors of students with visual impairments.

Disposition

1. The teacher realizes the need for role models who have visual impairments and who are successful.
2. The teacher respects student and familial acknowledgement of visual impairment and additional disabilities of the student.
3. The teacher respects the need for student and familial interactions with role models that have a visual impairment.

Idaho Standards for Special Education Teachers of Students Who Are Deaf and/or Hard of Hearing

In addition to the standards listed here, teachers of the deaf and hard of hearing must meet Idaho Core Teacher Standards.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands the theories, history, philosophies, and models that provide the basis for education of the deaf and/or hard of hearing.
2. The teacher knows the various educational placement options that are consistent with program philosophy and how they impact a deaf and/or hard of hearing student's cultural identity and linguistic, academic, social, and emotional development.
3. The teacher understands the complex facets regarding issues related to deaf and/or hard of hearing individuals and working with their families (e.g., cultural and medical perspectives).

Disposition

1. The teacher recognizes the importance of the historical and philosophical framework of education for the deaf and/or hard of hearing.
2. The teacher is sensitive to the developmental, educational, and cultural differences between deaf students and hard of hearing students.
3. The teacher is open to new concepts and strategies applicable to deaf and/or hard of hearing students.

Performance

1. The teacher uses the tools, models, and strategies appropriate to the needs of students who are deaf and/or hard of hearing.
2. The teacher communicates the benefits, strengths, and constraints of educating the deaf and/or hard of hearing (e.g., cochlear implants, hearing aids, other amplification usage, sign language systems, use of technologies, and communication modalities).

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. The teacher understands how etiology, age of onset, and degree of hearing loss impact a student's language development and ability to learn.

Standard 3: Modifying Instruction for Individual Needs ***Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.***

Knowledge

1. The teacher understands how hearing loss may impact student development (i.e., sensory, cognitive, communication, physical, behavioral, social, and emotional).
2. The teacher knows the characteristics and impacts of hearing loss, and the subsequent need for alternative modes of communication and/or instructional strategies.
3. The teacher understands the need for accommodation for English language learning for students whose native language is American Sign Language (ASL).
4. The teacher understands that an IEP for deaf/hard of hearing students should consider the following: communication needs and the student and family's preferred mode of communication; linguistic needs; severity of hearing loss and potential for using residual hearing; academic level; and social, emotional, and cultural needs, including opportunities for peer interactions and communication (i.e., Federal Policy Guidance, October 30, 1993).

Disposition

1. The teacher recognizes the educational needs of the deaf and/or hard of hearing student.
2. The teacher respects individual choices regarding modes of communication and educational placement options.
3. The teacher is sensitive to students who are deaf and/or hard of hearing, including those who have multiple disabilities.

Performance

1. The teacher uses information concerning hearing loss (i.e., sensory, cognitive, communication, linguistic needs); severity of hearing loss; potential for using residual hearing; academic level; social, emotional, and cultural needs; and opportunities for adapting instruction and peer interactions and communication.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Knowledge

1. The teacher knows how to enhance instruction through the use of visual materials and experiential activities to increase outcomes for students who are deaf and/or hard of hearing.

Disposition

1. The teacher appreciates the importance of communication to assure access for students who are deaf and/or hard of hearing in educational, social, and vocational settings.

Performance

1. The teacher develops and implements best practices and strategies in relation to the degree of hearing loss to support the needs of the whole child.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. The teacher understands the unique social and emotional needs of students who are deaf and/or hard of hearing and knows strategies to facilitate the development of healthy self-esteem.
2. The teacher understands that deaf cultural factors, communication challenges, and family influences impact classroom management of students.
3. The teacher understands the role of and the relationship among the teacher, interpreter, and student.

Disposition

1. The teacher is open to research-based programs that are effective for students with hearing losses, including career/vocational programs.
2. The teacher recognizes the challenges and needs that hearing loss presents for a student and others in the educational environment.

Performance

1. The teacher designs a classroom environment to maximize opportunities for students' visual and/or auditory learning.
2. The teacher plans and implements instruction for students who are deaf and/or hard of hearing and have multiple disabilities.
3. The teacher prepares students for the appropriate use of interpreters.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Knowledge

1. The teacher understands the role of the interpreter and the use and maintenance of assistive devices.
2. The teacher knows resources, materials, and techniques relevant to communication choices (e.g., total communication, cued speech, ASL, aural/oral, hearing aids, cochlear implants, augmentative and assistive equipment, FM systems, and closed captioning).

Disposition

1. The teacher recognizes the importance of input from families regarding the development of communication options for students with hearing loss.

Performance

1. The teacher uses resources, materials, and techniques that promote effective instruction for students who are deaf and/or hard of hearing (e.g., total communication, cued speech, ASL, aural/oral, hearing aids, cochlear implants, augmentative and assistive equipment, FM systems, and closed captioning).
2. The teacher maintains a learning environment that facilitates the services of the interpreter, note taker, and other support personnel, and other accommodations.
3. The teacher enables students to use support personnel and assistive technology.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies. (same as Core)

Standard 8: Assessment of Student Learning -- The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Knowledge

1. The teacher knows specialized terminology used in the assessment of students who are deaf and/or hard of hearing.
2. The teacher knows the appropriate accommodations for the particular degree of hearing loss
3. The teacher understands the components of an adequate evaluation for eligibility, placement, and program planning decisions for students (e.g., interpreters and special tests).

Performance

1. The teacher participates in the design of appropriate assessment tools that use the natural, native, or preferred language of the student who is deaf and/or hard of hearing.
2. The teacher gathers and analyzes communication samples to determine nonverbal and linguistic skills of students who are deaf and/or hard of hearing as a function of appropriate academic assessment.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching. (same as Core)

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Knowledge

1. The teacher understands the roles and responsibilities of teachers and support personnel in educational practice for deaf and/or hard of hearing students (e.g., educational interpreters, class teachers, transliterators, tutors, note takers, and audiologist).
2. The teacher knows resources available to help parents/guardians deal with concerns regarding educational options and communication modes/philosophies for deaf/hard of hearing children.
3. The teacher understands the effects of communication on the development of family relationships and knows strategies to facilitate communication with students who are deaf and/or hard of hearing students.
4. The teacher knows the services provided by individuals and by governmental and non-governmental agencies in the ongoing management of students who are deaf and/or hard of hearing.

Disposition

1. The teacher recognizes the importance of assessment results being communicated to deaf/hard of hearing parents/guardians in their mode of communication.

Performance

1. The teacher facilitates the coordination of support personnel (e.g., interpreters and transliterators) to meet the communication needs of students who are deaf and/or hard of hearing.

Idaho Foundation Standards for Visual and Performing Arts Teachers

In addition to the standards listed here, visual and performing arts teachers must meet Idaho Core Teacher Standards and one of the following: (1) Idaho Standards for Drama Teachers, (2) Idaho Standards for Music Teachers, or (3) Idaho Standards for Visual Arts Teachers.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher has an understanding of the history and foundation of arts education.
2. The teacher has a thorough understanding of the processes and content of the arts discipline being taught.
3. The teacher understands the knowledge and skills within and across the arts disciplines (e.g., music, drama, dance, and visual arts brought together in musical productions).
4. The teacher understands how the arts enhance what is taught across the curriculum.
5. The teacher understands how to interpret, critique, and evaluate the arts discipline being taught.
6. The teacher knows the cultural and historical contexts surrounding works of art.
7. The teacher understands that the arts communicate, challenge, and influence cultural and societal values.
8. The teacher understands the aesthetic and artistic purposes of the arts.
9. The teacher understands how to explore philosophical and ethical issues related to the arts.
10. The teacher understands that the making and study of arts can be approached from a variety of perspectives and viewpoints (e.g., formalist, feminist, social, and political).
11. The teacher knows about the multiple contexts in which the arts exist (e.g., museums, galleries, theaters, studios, concert halls, recordings, alternative educational settings, and the community).
12. The teacher understands how to select and evaluate a range of artistic subject matter, symbols, and ideas for personal, vocational, or career application.

Disposition

1. The teacher recognizes the importance of being involved in and enriched by the arts.

2. The teacher recognizes that the creation, study, and performance of art represent opportunities to explore and learn about traditional, popular, folk, and contemporary art forms.
3. The teacher recognizes learning about the arts as a life-long endeavor and a valuable component of the human experience.
4. The teacher recognizes the creation, history, criticism, performance, and aesthetics of the arts as integrated components of education.
5. The teacher recognizes that a command of the arts is essential to helping students understand various approaches to the arts.
6. The teacher recognizes how his or her art content relates to the lives of students and the educational community in which he or she teaches.
7. The teacher recognizes technical proficiency as a means to creative expression for students.
8. The teacher recognizes that learning about art and creating art are enriched by opportunities to attend and respond to art exhibits and performances and that these opportunities are an integral part of the arts curriculum.

Performance

1. The teacher provides students with a knowledge base of historical, critical, performance, and aesthetic concepts.
2. The teacher helps students create, understand, and become involved in the arts relevant to students' interests and experiences.
3. The teacher demonstrates technical and expressive proficiency in the particular arts discipline being taught.
4. The teacher provides instruction to make traditional, popular, folk, and contemporary arts accessible to students.
5. The teacher instructs students in making interpretations and judgements about their own artworks and the works of other artists.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development. (same as Core)

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences. (same as Core)

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning. (same as Core)

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. The teacher understands how to integrate whole body learning into the art medium being taught.

Disposition

1. The teacher recognizes that whole body learning is essential to arts education (e.g., Kodaly and Orff music techniques, pottery techniques, and choreography).

Performance

1. The teacher integrates whole body learning into art instruction (e.g., Kodaly and Orff music techniques, pottery techniques, and choreography).

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom. (same as Core)

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Knowledge

1. The teacher understands that the processes and tools necessary for communicating ideas in the arts are sequential, wholistic, and cumulative.

Performance

1. The teacher demonstrates that the processes and uses of the tools necessary for the communication of ideas in the arts are sequential, wholistic, and cumulative.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Performance

1. The teacher provides an equal opportunity for students to display, perform, and be recognized for what they know and can do in the arts.
2. The teacher assesses students' learning and creative processes as well as finished products.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Performance

1. The teacher contributes to his or her field (e.g., exhibits, performances, publications, and presentations).

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Knowledge

1. The teacher understands appropriate administrative, financial, management, and organizational aspects specific to the school/district arts program.
2. The teacher understands appropriate planning and implementation skills necessary for specialized ensembles (e.g., madrigals, jazz choir, jazz band, and pep band).

Performance

1. The teacher articulates and promotes the arts for the enhancement of the school and the community.

Standard 11: Learning Environment - The teacher creates and manages a safe, productive learning environment.

Knowledge

1. The teacher knows the procedures for safely handling, operating, storing, and maintaining the tools and equipment appropriate to his or her art discipline.
2. The teacher understands the use and management of performance and exhibit technology.

Performance

1. The teacher ensures that students have the maturity to accomplish an art task safely before allowing them access to any potentially hazardous materials, tools, and processes.
2. The teacher manages the simultaneous activities that take place daily in the arts classroom.
3. The teacher operates and manages performance and exhibit technology in a safe manner.

Idaho Standards for Drama Teachers

In addition to the standards listed here, drama teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Visual and Performing Arts Teachers.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher knows the history of theater as a form of entertainment and as a societal influence.
2. The teacher knows the basic theories and process of play writing and production.
3. The teacher understands the history and process of acting and its various styles.
4. The teacher understands the elements and purpose of design specific to the art of theater (e.g., set, make-up, costume, lighting, and sound).
5. The teacher understands the physical and emotional demands of the drama process.

Disposition

1. The teacher is sensitive to the physical and emotional demands of the drama process.
2. The teacher appreciates theater as a means to educate and challenge as well as entertain.

Performance

1. The teacher incorporates various styles of acting and production techniques to communicate the ideas of actors, playwrights, and directors.
2. The teacher models and teaches values and ethical principles associated with the performing arts.
3. The teacher supports individual interpretation of character, design, and other elements inherent to theater.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Idaho Standards for Music Teachers

In addition to the standards listed here, music teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Visual and Performing Arts Teachers.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands how to find and select appropriate music repertoire for various educational purposes.
2. The teacher knows representative solo, small ensemble, and large ensemble works of the past and present.
3. The teacher understands how to perform written accompaniments on a music keyboard or chord instrument and how to transpose accompaniments to appropriate keys.
4. The teacher knows techniques in improvising, composing, and arranging music.
5. The teacher knows fundamental vocal and pedagogical skills to teach effective use of the voice.
6. The teacher knows the technical and symbolic language of music.
7. The teacher understands how to evaluate music and music performance.
8. The teacher understands acoustics and the challenges of presenting successful performances in various types of facilities.

Disposition

1. The teacher recognizes the importance of student involvement in improvising, composing, and arranging music.
2. The teacher appreciates that music offers a unique opportunity for students to engage in multi-tasking (e.g., singing, listening, and dancing simultaneously or playing, listening, and marching simultaneously).
3. The teacher recognizes the importance of students reading, writing, and understanding the technical and symbolic language of music.

Performance

1. The teacher demonstrates an ability to improvise, compose, and arrange in a variety of styles and settings.

2. The teacher sufficiently performs on wind, string, and percussion instruments to teach beginning students in groups.
3. The teacher demonstrates fundamental vocal and pedagogical skill to teach effective use of the voice.
4.
 - a. The instrumental teacher demonstrates experience in instrumental solo and ensemble performances.
 - or-
 - b. The vocal teacher demonstrates experience in vocal solo and ensemble performances.
5.
 - a. The instrumental teacher effectively uses the singing voice for instructional purposes.
 - or-
 - b. The vocal teacher effectively uses at least one instrument for instructional purposes.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Knowledge

1. The teacher knows how to design and implement comprehensive music education opportunities in addition to traditional ensemble instruction (e.g., music appreciation, theory, and history).
2. The teacher understands the considerations inherent in teaching and managing performances in various environments.

Disposition

1. The teacher recognizes that a comprehensive music education program includes student access to music appreciation, theory, and history.

Performance

1. The teacher designs a variety of musical learning opportunities for students (e.g., music appreciation, theory, and history).
2. The teacher demonstrates a discriminating aural perception of musical events in various settings.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Idaho Standards for Visual Arts Teachers

In addition to the standards listed here, visual arts teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Visual and Performing Arts Teachers.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands the formal, sensory, and expressive elements and principles of visual arts.
2. The teacher is familiar with a variety of media, styles, and techniques in two-dimensional and three-dimensional art forms.

Performance

1. The teacher applies the knowledge of formal, sensory, and expressive elements and principles to communicate ideas in the visual arts.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Other Teacher Endorsement Areas

Several teacher endorsement areas were not individually addressed in these new standards (refer to list below), given the small number of courses offered in these specific areas. The number of teachers (for the year 2000) in Idaho teaching in these content areas is listed in parentheses. These numbers do not necessarily indicate teachers are endorsed in these areas or that the positions are full-time.

In these standards, to be recommended for endorsement in these content areas, a candidate must meet the Idaho Core Teacher Standards and any current standards of their professional organization(s).

Content/Endorsement Areas

- Humanities (96)**
- Psychology (99)
- Sociology (53)

* *The Idaho Core Teacher Standards address general technology proficiency as a requirement for all teachers, and many endorsement areas also list content-specific technology application requirements. Standards for teachers of computer applications as a content area are also clearly addressed under Professional-Technical Teacher certification requirements.*

** *The Idaho Standards for the Initial Certification of Teachers do, however, address content areas traditionally categorized as humanities requirements for students (e.g. music, drama, art, foreign language).*

Idaho Foundation Standards for School Administrators

Standard 1: Visionary and Strategic Leadership - A school administrator is an educational leader who promotes the success of all students and staff by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Knowledge

1. The administrator understands that all students can learn and that varied learning goals are an important part of the process.
2. The administrator understands the principles of developing and implementing strategic plans.
3. The administrator understands systems theory and its application to educational settings.
4. The administrator knows effective individual and group communication skills.
5. The administrator knows group leadership and decision-making skills.
6. The administrator knows team-building, mediation, negotiation, and consensus-building skills.

Disposition

1. The administrator is committed to the belief that all students can learn and develop the knowledge, skills, and values needed to become successful adults.
2. The administrator recognizes the importance of acting with empathy, respect, and caring for all.
3. The administrator appreciates high standards of learning.
4. The administrator is committed to modeling lifelong learning and creating a community of lifelong learners.
5. The administrator is committed to continuous school improvement.
6. The administrator recognizes the importance of participation by all stakeholders of the school community.
7. The administrator is committed to actively reflecting on assumptions, beliefs, and practices.
8. The administrator is committed to team building, mediation, negotiation, and consensus building.

Performance

1. The administrator facilitates processes and engages in activities that create a shared vision and mission and communicates and models such to all stakeholders.
2. The administrator ensures that a clearly articulated strategic plan is implemented.
3. The administrator recognizes the contributions of the school community to the realizations of the vision and mission.
4. The administrator develops a budget and seeks other resources to support the strategic plan (e.g., grant funds and community support).
5. The administrator uses varied sources of information, data collection, and data analysis strategies for the purpose of planning school improvement and increasing student achievement.
6. The administrator engages others in an ongoing process of monitoring, evaluating, and revising the vision, mission, and strategic plan.
7. The administrator models personal and professional growth, and investigates and supports the personal and professional wellness and growth of the community of learners.
8. The administrator makes decisions through the application of systems theory.
9. The administrator demonstrates and encourages strategies to facilitate the improved learning of individual students when intervention is necessary.
10. The administrator acts on the belief that each student belongs within an appropriate, least restrictive learning environment.
11. The administrator practices team building, mediation, negotiation, and consensus building.

Standard 2: Instructional Leadership - The school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Knowledge

1. The administrator understands how to enhance school culture and instructional programs through school research and curriculum design.
2. The administrator knows how to develop and implement a standards-based curriculum that aligns with assessment.
3. The administrator understands the scope and sequence of school curriculum.
4. The administrator understands the principles of effective instruction, learning, motivation strategies, and positive classroom management models.

5. The administrator understands differentiated instruction and knows that it provides for classroom accommodation and modification.
6. The administrator understands the needs, growth, and development of students.
7. The administrator understands measurement, evaluation, and assessment.
8. The administrator understands adult learning and professional development models and change processes for systems, organizations, and individuals.
9. The administrator knows how to effectively use instructional supervision, evaluation, remediation, and due process.
10. The administrator understands community diversity and its meaning for educational programs within the school.
11. The administrator understands the essential role of technology in promoting student learning, professional growth, adaptive education, and school success.
12. The administrator understands how to develop, implement, and evaluate co-curricular and extracurricular programs that enhance student growth and character development.

Disposition

1. The administrator appreciates a standards-based education and diverse educational perspectives.
2. The administrator is committed to fostering and promoting instructional excellence throughout the school community.
3. The administrator recognizes professional development as an integral part of instructional excellence.
4. The administrator values proactive supervision and diagnosis that assures quality instruction for all students.
5. The administrator is committed to a safe, supportive, and stimulating learning environment.
6. The administrator values lifelong learning for self and others.
7. The administrator recognizes student learning as the fundamental purpose of schooling and that all students can learn.
8. The administrator recognizes the importance of integration of content knowledge across the curriculum.
9. The administrator appreciates the variety of ways in which students can learn.

10. The administrator appreciates the benefits that diversity brings to the school community and recognizes the challenges presented.
11. The administrator recognizes the importance of preparing students to be contributing members of society.
12. The administrator recognizes the importance of providing a broad-based co-curricular and extracurricular program.
13. The administrator respects the content knowledge and skills of the school learning community.

Performance

1. The school administrator develops, implements, evaluates, and refines curriculum and assessment based on research, teacher expertise, student and community needs, and state and national curriculum standards.
2. The administrator promotes a culture of high expectations for self, students, and staff performance.
3. The administrator promotes a school environment in which the responsibilities and contributions of each individual are acknowledged and all students, parents/guardians, and staff members feel valued and important.
4. The administrator promotes effective and innovative research-based instructional strategies.
5. The administrator researches and draws from a variety of information sources to make the decisions that organize and align the school for success.
6. The administrator provides multiple opportunities for learning and reduces barriers through proactive identification, clarification, and resolution of problems.
7. The administrator develops programs based on the needs, growth, and development of the students.
8. The administrator assesses student learning and school culture and climate using a variety of techniques.
9. The administrator models and encourages lifelong learning and promotes professional development that is focused on student learning and is consistent with the school vision and goals.
10. The administrator proactively supervises, evaluates, and assists teachers with their own remedial instructional needs using multiple sources of information regarding performance and a variety of supervision and evaluation models.

11. The administrator creates a learning environment that recognizes the contributions and addresses the challenges of diversity.
12. The administrator personally uses and promotes technology to advance student learning, professional development, adaptive education, and overall school success.
13. The administrator actively participates in professional organizations.
14. The administrator promotes instructional goals and objectives that integrate academic, co-curricular, and extracurricular programs.
15. The administrator effectively uses the content knowledge and skills of the school learning community.

Standard 3: Management and Organizational Leadership - A school administrator is an educational leader who promotes a safe, efficient, and effective learning environment, and manages the organization, operations, and resources for the success of all students.

Knowledge

1. The administrator understands theories and models of organizations and principles of organizational development.
2. The administrator understands operational policies and procedures that impact the school and district.
3. The administrator knows principles and issues relating to school safety and security.
4. The administrator understands human resources management and development (e.g., recruitment, mentoring, supervision, and evaluation of personnel).
5. The administrator knows principles and issues relating to sound fiscal operations of school management.
6. The administrator knows principles and issues relating to school facilities and use of space.
7. The administrator understands legal issues impacting personnel, management, and operations.
8. The administrator understands which technologies on the market can effectively support management functions.
9. The administrator understands principles and procedures of problem solving, conflict resolution, and group processes.

Disposition

1. The administrator is committed to improving the educational opportunities for students through data-driven, research-based change.

2. The administrator appreciates input from stakeholders related to enhancing learning and teaching.
3. The administrator is committed to accepting responsibility for group decisions and his or her own decisions.
4. The administrator is committed to creating and maintaining a safe environment for students and staff.
5. The administrator is committed to the equitable allocation of resources to best meet student needs.

Performance

1. The administrator uses knowledge of learning, teaching, and student development in making management decisions based on current, valid research.
2. The administrator designs and manages operational and organizational procedures that maximize opportunities for successful learning.
3. The administrator uses and actively promotes problem-solving and conflict management skills and strategies that foster positive student and teacher outcomes.
4. The administrator uses an understanding of collective bargaining and other contractual agreements.
5. The administrator implements high-quality standards, establishes expectations, and continually monitors those standards, expectations, and related performances.
6. The administrator supervises school facilities, equipment, and support operations providing for a safe, clean, and aesthetically pleasing learning environment.
7. The administrator involves stakeholders in decisions affecting schools for shared responsibility, ownership, and accountability.
8. The administrator recognizes potential problems and opportunities and acts on them in a timely manner.
9. The administrator uses effective communication skills (e.g., problem framing, problem solving, conflict resolution, group processes, consensus building, and advocacy for students and staff).
10. The administrator aligns all resources, using the most appropriate technology available to maximize attainment of school and organizational goals.
11. The administrator implements appropriate records management that meets all confidentiality and documentation requirements.

12. The administrator facilitates recruitment, mentoring, supervision, and evaluation of personnel to fulfill the goals of the school and district.

Standard 4: Family and Community Partnerships - A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Knowledge

1. The administrator understands emerging issues and trends that impact families, school, and community.
2. The administrator understands available community resources.
3. The administrator understands community relations and marketing strategies.
4. The administrator understands successful partnership models in a variety of areas (e.g., school, family, business, community, government, and higher education).

Disposition

1. The administrator is committed to schools operating as an integral part of the larger community (e.g., business, political, advocacy groups, and service agencies and organizations).
2. The administrator recognizes the importance of an informed public.
3. The administrator recognizes the importance of involving families and other stakeholders in school decision-making processes.
4. The administrator recognizes the value of diversity within the school setting.
5. The administrator is committed to families as partners in the education of their children.

Performance

1. The administrator develops relationships with community leaders through visibility and involvement within the larger community (e.g., business, political, advocacy groups, and service agencies and organizations).
2. The administrator gathers and uses relevant information about family and community concerns, expectations, and needs.
3. The administrator facilitates opportunities between the school and community to share resources.
4. The administrator establishes partnerships with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals.
5. The administrator integrates community and youth/family services with school programs.

6. The administrator facilitates activities that recognize and value diversity within the family, community, school, and district.
7. The administrator develops and maintains a comprehensive program of community and media connections.
8. The administrator models collaborative skills and provides opportunities for staff to develop and use collaborative skills.

Standard 5: Professional and Ethical Leadership - The school administrator is a professional, who demonstrates personal and professional values, ethics, and integrity.

Knowledge

1. The administrator understands the varied purposes of education.
2. The administrator understands the varied roles of leadership.
3. The administrator understands various ethical frameworks and perspectives.
4. The administrator understands the diverse values of a community.
5. The administrator knows the Idaho Professional Code of Ethics and the Idaho Administrators Code of Conduct.
6. The administrator understands the value of diversity within the school.

Disposition

1. The administrator appreciates the significance of the community in nurturing the lives of all students.
2. The administrator appreciates the principles in the Bill of Rights.
3. The administrator is committed to the right of every student to a quality education.
4. The administrator recognizes the importance of bringing ethical principles to the decision-making process.
5. The administrator is committed to demonstrating servant leadership throughout the school organization.
6. The administrator is committed to fair and consistent actions that comply with school policy.
7. The administrator is committed to using his or her influence constructively and productively in the service of all students and their families.
8. The administrator values a caring school climate.

Performance

1. The administrator behaves in a manner consistent with the values, beliefs, and attitudes that inspire others to higher levels of performance.
2. The administrator demonstrates responsibility for the learning of each student.
3. The administrator demonstrates sensitivity regarding the impact of administrative practices on others.
4. The administrator demonstrates appreciation for and sensitivity to the diversity in the school community.
5. The administrator practices the Idaho Professional Code of Ethics and the Idaho Administrators Code of Conduct.
6. The administrator requires ethical, professional behavior in others.
7. The administrator interacts with all individuals with consistency, fairness, dignity, and respect.

Standard 6: Governance and Legal Leadership - A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Knowledge

1. The administrator understands the role of public education in developing and renewing a democratic society and an economically productive nation.
2. The administrator knows principles of representative governance that underpin the system of American schools.
3. The administrator understands the political, social, cultural, and economic systems and processes that support and impact schools.
4. The administrator understands effective models and strategies of leadership as applied to the larger political, social, cultural, and economic contexts of schooling.
5. The administrator understands global issues affecting teaching and learning.
6. The administrator understands the dynamics of policy development and advocacy under a democratic political system.
7. The administrator understands the importance of diversity and equity in a democratic society.
8. The administrator knows the law as related to education.
9. The administrator understands the impact of education on personal and professional opportunities, social mobility, and a democratic society.

Disposition

1. The administrator recognizes the importance of a continuing dialogue with other decision-makers affecting education.
2. The administrator recognizes the importance of active participation in the political and policy-making context of education.

Performance

1. The administrator facilitates and engages in activities to shape public policy in order to enhance education.
2. The administrator facilitates processes to communicate with the school community concerning trends, issues, and potential forces affecting teaching and learning.
3. The administrator engages representatives of diverse community groups in an ongoing dialogue.
4. The administrator develops lines of communication with decision-makers outside of the school community.
5. The administrator uses effective leadership models and strategies.
6. The administrator creates a governance system to meet local needs within the framework of policies, laws, and regulations enacted by local, state, and federal authorities.
7. The administrator demonstrates respect for and monitors adherence to the law and district policies.
8. The administrator creates and implements appropriate policies and procedures to protect student rights and improve student opportunities for success.

Idaho Standards for School Superintendents

In addition to the standards listed here, school superintendents must meet Idaho Foundation Standards for School Administrators.

Standard 1: Superintendent Leadership - The superintendent is the catalyst for an effective school community; demonstrates an enhanced knowledge, thorough understanding, and performance within all six standards listed in the Idaho Foundation Standards for School Administrators; and is prepared to lead a school system with increasing organizational complexity.

Knowledge

1. The superintendent understands the dynamics of systemic change within the school district.
2. The superintendent understands the importance of questioning, innovation, and innovative thinking in order to create new educational cultures and maximize system efficiency, effectiveness, and accountability.
3. The superintendent knows the breadth of P-12 curriculum and instructional programs.
4. The superintendent knows the importance of planning, maintaining, and budgeting for adequate school facilities, personnel, support services, and effective instructional programs.
5. The superintendent understands how to facilitate processes and activities to maintain a positive relationship with the board of trustees.
6. The superintendent knows the role of local and regional partnerships in the development of educational opportunities for students.
7. The superintendent understands the district's role in and responsibility for employee induction and career development.
8. The superintendent understands the organizational complexity of school districts.
9. The superintendent knows the importance of coordinating districtwide employee activities.
10. The superintendent knows the importance of districtwide policy development and effective implementation.

Disposition

1. The superintendent is committed to fostering systemic improvement within the school district.
2. The superintendent is committed to P-12 curriculum and instructional programs designed to improve achievement for each student in the district.

3. The superintendent recognizes the importance of providing for school facilities, personnel, support services, and effective instructional programs.
4. The superintendent appreciates the importance of maintaining a positive relationship with the board of trustees.
5. The superintendent is committed to creating and sustaining local and regional partnerships.
6. The superintendent recognizes the importance of the induction and career development of all school district personnel.
7. The superintendent is committed to the challenges of complex organizations.
8. The superintendent is committed to empowering people.
9. The superintendent recognizes the importance of a system for policy development and implementation to carry out goals of the school district.

Performance

1. The superintendent promotes districtwide innovation and change through the application of a systems approach.
2. The superintendent expands school and districtwide organizational, educational partnerships for improved student learning and success.
3. The superintendent accepts responsibility and promotes strategies for continuous reassessment and improved performance for each student, school, and the district as a whole.
4. The superintendent accepts responsibility for planning, maintaining, and budgeting for adequate school facilities, personnel, support services, and effective instructional programs.
5. The superintendent facilitates processes and engages in activities to promote a positive relationship with the board of trustees.
6. The superintendent fosters, creates, and sustains local and regional partnerships as needed to enhance the opportunities for all learners.
7. The superintendent creates a system by which all employees have opportunities to seek career advancement.
8. The superintendent advises the board of trustees on legal and ethical issues in education.
9. The superintendent works effectively within the organizational complexity of school districts.

10. The superintendent fosters a governance structure that effectively coordinates employees to carry out activities of the school district.
11. The superintendent develops and monitors the system for policy development and implementation in all facets of district operations.

Idaho Standards for Special Education Directors

In addition to the standards listed here, special education directors must meet Idaho Foundation Standards for School Administrators.

Standard 1: Visionary and Strategic Leadership - A school administrator is an educational leader who promotes the success of all students and staff by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Knowledge

1. The special education director understands the concept and best practices of least restrictive environment.
2. The special education director understands the importance of articulating the full range of services from preschool through post-school outcomes.

Disposition

1. The special education director recognizes that students with special needs should be educated with their peers.
2. The special education director recognizes the importance of opportunities for learning occur in varied environments.
3. The special education director recognizes that students with disabilities are first and foremost general education students.

Performance

1. The special education director shares the concepts and goals of best practice and least restrictive environment with the community, staff, and students.
2. The special education director participates in district planning processes.

Standard 2: Instructional Leadership - The school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Knowledge

1. The special education director knows instructional and behavioral strategies for meeting the needs of special populations.
2. The special education director knows how to plan, write, implement, and access Individual Education Programs.
3. The special education director understands the role of assistive and adaptive technology and related services in instruction.

4. The special education director understands community-based instruction and experiences for students.

Disposition

1. The special education director values the importance of individualized instruction and supportive services.

Performance

1. The special education director serves as a resource for staff and administration concerning instructional and behavioral strategies for meeting the needs of special populations as well as directing the appropriate resources.
2. The special education director ensures that appropriate individualized educational programs, supports, and services are developed and implemented in school and community environments.
3. The special education director fulfills federal and state mandates to provide opportunities for staff members, including paraprofessionals, and parents/guardians to be trained in and informed about meeting the instructional and behavioral needs of special populations.

Standard 3: Management and Organizational Leadership - A school administrator is an educational leader who promotes a safe, efficient, and effective learning environment, and manages the organization, operations, and resources for the success of all students.

Knowledge

1. The special education director knows about instruction, school activities, and environments that meet individual student needs (e.g., building, classroom, and program accessibility).
2. The special education director understands the special education processes and procedures required by federal and state laws and regulations and by school district policies.
3. The special education director understands how to advocate for and access resources to meet the needs of staff and students.

Disposition

1. The special education director recognizes that all instruction, activities, and school environments should be accessible to special populations.
2. The special education director appreciates the concepts and ideals that underlie special education.
3. The special education director is committed to advocating for adequate resources to meet staff and student needs.

Performance

1. The special education director advocates for and implements instruction, activities, and school environments that are accessible to special populations.

2. The special education director implements the special education processes and procedures required by federal, state and school district policies.
3. The special education director advocates for, seeks, and directs resources to meet staff and student needs.

Idaho Standards for School Counselors

The purpose of the standards for school counselors is to promote and enhance the learning process. To that end, the school counselor standards facilitate school counselor performance in three broad domains: Academic/Technical Development, Career Development, and Personal/Social Development.

Standard 1: Standards of Practices - The school counselor understands the history and foundations of the counseling profession; various counseling theories and techniques; cultural sensitivity; advocacy of public policy applicable to services for students and their families; professional ethics and legal standards and requirements; and continued professional development.

Knowledge

1. The school counselor understands the Idaho Comprehensive School Counseling Program Model.
2. The school counselor understands the history and foundations of school counseling and related fields.
3. The school counselor understands a variety of counseling theories and techniques.
4. The school counselor understands the dynamics of cultural diversity.
5. The school counselor knows the importance of advocacy.
6. The school counselor knows the appropriate ethical and legal standards and requirements.
7. The school counselor knows the importance of continued professional development.
8. The school counselor knows how to access community resources and professionals to aid students and their families.

Disposition

1. The school counselor respects all students.
2. The school counselor appreciates cultural diversity.
3. The school counselor is committed to counseling and educational professional ethical standards.
4. The school counselor recognizes the importance of professional graduate training and continued professional development.
5. The school counselor appreciates community resources and professionals.

Performance

1. The school counselor uses appropriate individual and group counseling skills in each domain, (i.e., academic/technical development, career development, and personal/social development).
2. The school counselor uses appropriate intervention strategies.
3. The school counselor uses appropriate consulting, collaborating, and team-building skills within each domain.
4. The school counselor adheres to the appropriate school-counseling role as described in the Idaho Comprehensive School Counseling Program Model.
5. The school counselor maintains certification and engages in continued professional development.
6. The school counselor adheres to professional, ethical, and legal standards.
7. The school counselor identifies and accesses appropriate community resources and professionals to aid students and their families.

Standard 2: Academic/Technical Development Domain - The school counselor understands the knowledge, attitudes, and skills that contribute to effective lifelong learning.

Knowledge

1. The school counselor knows developmental theories.
2. The school counselor understands various learning styles.
3. The school counselor understands family systems and their impact on learning.
4. The school counselor understands educational systems.
5. The school counselor is familiar with P-16 curriculum and its relationship to lifelong learning.
6. The school counselor understands how diversity influences lifelong learning.

Disposition

1. The school counselor appreciates diversity and its effect on lifelong learning.
2. The school counselor recognizes the importance of various educational options and curricula.
3. The school counselor is committed to lifelong learning.

Performance

1. The school counselor identifies and engages students in activities that demonstrate how changing preferences affect life goals.
2. The school counselor meets the standards in the Idaho Comprehensive School Counseling Program Model in the Academic/Technical Development Domain.

Standard 3: Academic/Technical Development Domain - The school counselor understands and uses strategies that assist students in achieving academic/technical success and satisfaction.

Knowledge

1. The school counselor knows a variety of decision-making and problem-solving models.
2. The school counselor understands how attitudes and behaviors relate to successful learning.
3. The school counselor understands models of time management, task management, and study skills.
4. The school counselor knows the importance of personal choice and responsibility.
5. The school counselor knows a variety of assessments and interpretation techniques and understands their role in educational planning.

Disposition

1. The school counselor recognizes that all students have the right to academic and technical success.
2. The school counselor recognizes student satisfaction as it relates to academic and technical success.
3. The school counselor appreciates individual student differences and their relationship to success.

Performance

1. The school counselor uses information on how personal criteria and environmental conditions influence the process of educational decision making and the development of life goals.
2. The school counselor implements related curriculum and activities focused on the effects of education, work, and family on individual decision making.
3. The school counselor models time management and task management skills.
4. The school counselor presents and disseminates information on appropriate study skills necessary for academic success at each level.

5. The school counselor uses a variety of assessments and interpretation techniques for educational planning.
6. The school counselor integrates the most appropriate technology available into the counseling program; uses this technology to optimize program administration and to meet student needs; and models the use of this technology for students and colleagues.

Standard 4: Academic/Technical Development Domain - The school counselor understands the relationship among personal qualities, education and training, and the world of work.

Knowledge

1. The school counselor knows appropriate goal-setting techniques.
2. The school counselor understands the process of establishing short- and long-range goals.
3. The school counselor understands the process of identifying specific strategies to accomplish life goals.

Disposition

1. The school counselor recognizes the importance of effective goal setting.
2. The school counselor recognizes that all students can develop specific strategies to attain life goals.
3. The school counselor appreciates the relationship among personal qualities, education and training, and the world of work.

Performance

1. The school counselor uses skills to access knowledge of self and work in order to develop education and training goals.
2. The school counselor engages students in establishing short- and long-range goals.
3. The school counselor identifies specific strategies to accomplish life goals (e.g., acquisition of knowledge, skills, and abilities necessary for success).

Standard 5: Academic/Technical Development Domain - The school counselor understands the relationship of academics to life in the community and at home.

Knowledge

1. The school counselor understands the effects that values and lifestyle have on academics.
2. The school counselor understands that the needs of the community affect life choices.
3. The school counselor understands how local, state, and global economies affect individuals.

Disposition

1. The school counselor recognizes the importance of learning as it affects values and lifestyle.
2. The school counselor recognizes the importance of the relationship of academics to life in the community and at home.

Performance

1. The school counselor describes the importance of learning as it affects values and lifestyle.
2. The school counselor links the needs of the community to students' life choices.
3. The school counselor communicates the effects of local, state, and global economies on student planning.

Standard 6: Career Development Domain - The school counselor knows the skills necessary to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Knowledge

1. The school counselor knows career development theories.
2. The school counselor understands the value of self-awareness in career decision making.
3. The school counselor knows how to research and obtain career information.
4. The school counselor knows how to evaluate and interpret career information.
5. The school counselor understands the risks and rewards within various career options.
6. The school counselor understands the skills, behaviors, and attitudes necessary for the world of work.
7. The school counselor knows how to identify post-high school options.

Disposition

1. The school counselor appreciates family, community, and cultural values as they relate to the world of work.
2. The school counselor appreciates the dignity of work.

Performance

1. The school counselor uses and evaluates research and information resources to obtain career information.
2. The school counselor facilitates understanding of the value of self-awareness in career decision making.

3. The school counselor gathers and dispenses information to identify post-high school options.
4. The school counselor identifies risks and rewards of various career options.
5. The school counselor disseminates information on prospective employers, organization structures, and employer expectations.
6. The school counselor promotes networking, negotiating, and mentoring in career development.

Standard 7: Career Development Domain - The school counselor understands strategies to achieve career success and satisfaction.

Knowledge

1. The school counselor knows education, training, and career decision-making strategies.
2. The school counselor understands the effects of education, work, and family values on individual career decisions.
3. The school counselor recognizes that personal and environmental conditions affect decision making.
4. The school counselor understands personal consequences of making and not making decisions.

Disposition

1. The school counselor recognizes age-appropriate career awareness and decision making.
2. The school counselor recognizes that collaboration leads to effective career decision-making choices.

Performance

1. The school counselor describes criteria for making personal decisions about education, training, and career goals.
2. The school counselor describes the effects of education, work, and family values on individual career decisions.
3. The school counselor identifies personal and environmental conditions that affect decision making.
4. The school counselor helps students understand personal consequences of making and not making decisions.
5. The school counselor creates and implements collaborative learning experiences to enhance student career awareness and decision making.

Standard 8: Career Development Domain - The school counselor understands the skills for locating, maintaining, and advancing in a job.

Knowledge

1. The school counselor understands job placement services.
2. The school counselor knows job search and acquisition techniques.
3. The school counselor knows strategies, behaviors, and attitudes that support career advancement.
4. The school counselor understands what strategies, behaviors, and attitudes are necessary for personal success in the world of work.

Disposition

1. The school counselor recognizes the importance of a good work ethic.

Performance

1. The school counselor collaborates with teachers, parents/guardians, administrators, and community members to present age-appropriate career awareness information.
2. The school counselor identifies job placement services.
3. The school counselor presents information for both job search and job acquisition.
4. The school counselor helps students develop awareness of strategies, behaviors, and attitudes that support career advancement.
5. The school counselor integrates the most appropriate technologies available into career awareness, exploration, and development.

Standard 9: Career Development Domain - The school counselor understands diversity and transition issues in today's workforce.

Knowledge

1. The school counselor knows how to stay abreast of trends and changes in the world of work.
2. The school counselor understands the historical perspective of work and industry and how it relates to today's diverse workforce.
3. The school counselor understands the effects of stereotyping on education, work environments, and community.
4. The school counselor understands behaviors, attitudes, and skills that work to eliminate stereotyping in education, work environments, and the community.

5. The school counselor knows that transition issues are an ongoing aspect of career development throughout life.
6. The school counselor understands how to use assistive devices and technology to accommodate students with disabilities.
7. The school counselor understands laws and regulations related to students with disabilities.

Disposition

1. The school counselor is sensitive to the reality of multiple career transitions throughout life.

Performance

1. The school counselor disseminates information using various methods regarding recent changes in the diverse workforce.
2. The school counselor models behaviors, attitudes, and skills that work to eliminate stereotyping in education, work environments, and the community.
3. The school counselor creates awareness of transition issues and strategies for lifelong career development.
4. The school counselor disseminates information about the role of assistive devices and technology.
5. The school counselor disseminates information on the laws and regulations related to students with disabilities.

Standard 10: Personal/Social Development Domain - The school counselor knows the attitudes, knowledge, and interpersonal skills necessary to help students understand and respect self and others.

Knowledge

1. The school counselor understands the dynamics of inter- and intra-personal interests, abilities, and skills.
2. The school counselor understands the importance of expressing feelings, behaviors, and ideas in an appropriate manner.
3. The school counselor understands how behavior influences the feelings and actions of others.
4. The school counselor understands the relationship between personal behavior and self-concept.
5. The school counselor understands diverse life roles.

6. The school counselor understands environmental influences on behavior.

Disposition

1. The school counselor appreciates diverse personal interests, skills, and abilities.
2. The school counselor is committed to encouraging positive self-esteem.

Performance

1. The school counselor assists students in identifying personal interests, skills, and abilities.
2. The school counselor collaborates with parents/guardians, school personnel, and community professionals in the development of students' self-concept.
3. The school counselor engages the student in identifying and understanding how behaviors influence the feelings and actions of others.
4. The school counselor enables the student to recognize the relationship between personal behavior and self-concept.
5. The school counselor provides counseling services to enhance understanding of life roles and environmental influences on personal growth and behaviors.

Standard 11: Personal/Social Development Domain - The school counselor understands the process of making decisions, setting goals, and taking necessary action to achieve goals.

Knowledge

1. The school counselor understands how personal beliefs and attitudes, goal setting, and problem solving affect decision making.
2. The school counselor knows that the learning and development process is continuous and involves a series of choices.
3. The school counselor knows the skills of decision making, goal setting, and problem solving.
4. The school counselor understands how expectations of others affect personal/social, academic/technical, and career decisions.
5. The school counselor knows how individual characteristics may influence achieving personal/social, academic/technical, and career goals.

Disposition

1. The school counselor appreciates individual differences.

Performance

1. The school counselor uses a variety of strategies to demonstrate how personal beliefs and attitudes affect decision making.

2. The school counselor helps students understand that learning and development are continuous processes with a series of choices.
3. The school counselor engages students in decision making, goal setting, and problem solving.
4. The school counselor helps students recognize how the expectations of others affect personal/social, academic/technical, and career decisions.
5. The school counselor describes how individual characteristics may influence achieving personal/social, academic/technical, and career goals.

Standard 12: Personal/Social Development Domain - The school counselor understands safety and survival skills.

Knowledge

1. The school counselor understands the importance of identifying feelings, symptoms of stress, abuse, addiction, depression, and appropriate coping skills.
2. The school counselor knows negotiating, problem solving, and conflict resolution skills.
3. The school counselor understands the process of personal change.
4. The school counselor understands the process of human growth and development.
5. The school counselor knows strategies for personal safety and survival skills.

Disposition

1. The school counselor recognizes the relationship between personal well-being and the process of human growth and development.
2. The school counselor appreciates the need for personal safety and survival skills.

Performance

1. The school counselor describes and demonstrates problem solving, conflict resolution, coping skills, and feeling identification.
2. The school counselor collaborates with school personnel, parents/guardians, and community members to develop and deliver personal safety and survival skills strategies.
3. The school counselor describes the relationship between personal well being and the process of human growth and development.
4. The school counselor facilitates empowering students and their families to identify the relationship among rules, laws, safety, and the protection of individual rights.

Idaho Standards for School Nurses

Standard 1: Quality Assurance - The school nurse understands how to systematically evaluate the quality and effectiveness of school nursing practice.

Knowledge

1. The school nurse knows the policies, procedures, and practice guidelines that impact the effectiveness of school nursing practice within the school setting.
2. The school nurse knows that school nursing practice must fall within the boundaries of scope of practice as defined by the Idaho Board of Nursing.
3. The school nurse understands how to access research and interpret data applicable to the school setting.
4. The school nurse understands how health issues impact student learning.

Disposition

1. The school nurse recognizes that improving school nursing practice promotes student learning.
2. The school nurse recognizes the importance of ongoing evaluation.
3. The school nurse appreciates students and recognizes how health issues impact student learning.

Performance

1. The school nurse conducts ongoing evaluations of school nursing practice.
2. The school nurse identifies the policies, procedures, and practice guidelines applicable to school nursing practice.
3. The school nurse practices within the scope of practice as defined by the Idaho Board of Nursing.
4. The school nurse uses research to monitor quality and effectiveness of school nursing practice.

Standard 2: Professional Development - The school nurse is a reflective practitioner who maintains current clinical skills through continual self-evaluation and ongoing education.

Knowledge

1. The school nurse understands how to maintain current knowledge and competency in school nursing practice.
2. The school nurse knows a variety of strategies for self-assessment of professional nursing practice.

3. The school nurse knows how to access professional resources that support school nursing practice.
4. The school nurse knows about the professional organizations that support the nursing practice.

Disposition

1. The school nurse recognizes the importance of staying current in all aspects of school nursing practice.
2. The school nurse is committed to critical thinking and self-directed learning as components of ongoing assessment of current practice.

Performance

1. The school nurse participates in professional development related to current clinical knowledge and professional issues.
2. The school nurse seeks and acts on constructive feedback regarding his or her practice.
3. The school nurse identifies areas of strengths and weaknesses as a professional nurse and sets goals for improvement.

Standard 3: Communication - The school nurse is skilled in a variety of communication techniques (i.e., verbal and nonverbal).

Knowledge

1. The school nurse understands the importance of effective communication with school staff, families, students, the community, and other service providers.
2. The school nurse understands counseling techniques and crisis intervention strategies for individuals and groups.
3. The school nurse knows how to document appropriately.

Disposition

1. The school nurse appreciates that effective communication is the essence of quality school nursing practice.

Performance

1. The school nurse communicates effectively and with sensitivity to community values in a variety of settings (e.g., classroom presentations, public forums, individual interactions, and written documentation).

Standard 4: Collaboration - The school nurse understands how to interact collaboratively with and contribute to the professional development of peers and school personnel.

Knowledge

1. The school nurse understands the principles of collaboration in sharing knowledge and skills with other professionals and staff.

Disposition

1. The school nurse is committed to collaboration with other professionals and staff.

Performance

1. The school nurse works collaboratively with nursing colleagues and school personnel to enhance professional practice and health care of students and to contribute to a supportive, healthy school environment.

Standard 5: Ethics - The school nurse makes decisions and takes actions on behalf of students and families in an ethical manner.

Knowledge

1. The school nurse understands the code of ethics adopted by the American Nurses Association and the National Association of School Nurses.
2. The school nurse knows how to advocate for students and families.

Disposition

1. The school nurse recognizes the importance of confidentiality within legal, regulatory, and ethical boundaries of health and education.
2. The school nurse recognizes that care must be delivered in a manner that promotes and preserves student and family autonomy, dignity, and rights.

Performance

1. The school nurse performs duties in accord with the legal, regulatory, and ethical boundaries of health and education.
2. The school nurse acts as an advocate for students and families.
3. The school nurse delivers care in a manner that is sensitive to student diversity.

Standard 6: Health Education - The school nurse assists students, families, the school staff, and the community to achieve optimal levels of wellness through appropriately designed and delivered health education.

Knowledge

1. The school nurse understands age-specific competencies.
2. The school nurse understands the influence of family dynamics on student achievement.
3. The school nurse understands that health instruction within the classroom is based on learning theory.
4. The school nurse understands child, adolescent, and community health issues.

5. The school nurse understands how community health issues impact students and their learning.

Disposition

1. The school nurse is committed to promoting the principles of healthy living.
2. The school nurse recognizes the importance of educating students and families in becoming independent and knowledgeable in self-care.

Performance

1. The school nurse assists individual students in developing appropriate skills to advocate for themselves based on age and developmental levels.
2. The school nurse participates in the assessment of health education and health instructional needs of the school community.
3. The school nurse provides health instruction within the classroom based on learning theory, as appropriate to student developmental levels and school needs.
4. The school nurse provides individual and group health instruction and counseling for and with students, families, and staff.
5. The school nurse acts as a resource person to school staff, students, and families regarding health education and health community resources.
6. The school nurse identifies skills necessary to assist students in changing high-risk behaviors.

Standard 7: Program Management - The school nurse is a manager of school health services.**Knowledge**

1. The school nurse understands the principles of school nursing management (e.g., records management and medication and medical supplies management).
2. The school nurse understands that program delivery is influenced by a variety of factors (e.g., cost, availability, laws, and safety).
3. The school nurse knows how to train, supervise, evaluate, and delegate to Unlicensed Assistive Personnel.
4. The school nurse knows how to identify and secure appropriate and available services and resources in the community.

Disposition

1. The school nurse is committed to flexibility and openness to change in managing school health services.

Performance

1. The school nurse demonstrates the ability to organize, prioritize, and make independent nursing decisions.
2. The school nurse demonstrates the ability to plan and budget resources in a fiscally responsible manner.
3. The school nurse demonstrates strong assessment skills and uses the nursing process to marshal human resources in the most efficient manner.
4. The school nurse trains, supervises, evaluates, and delegates to Unlicensed Assistive Personnel.
5. The school nurse uses appropriate technology in managing school health services.

Idaho Standards for School Psychologists

Standard 1: Assessment, Data-Based Decision Making, and Accountability - The school psychologist understands varied models and methods of assessment that yield information useful in understanding problems, identifying strengths and needs, and measuring progress and accomplishments of students.

Knowledge

1. The school psychologist understands traditional norm-referenced tests and assessment instruments.
2. The school psychologist knows alternative assessment approaches (e.g., curriculum-based, portfolio, and ecological).
3. The school psychologist knows non-test assessment procedures (e.g., observation, diagnostic interviewing, and reviewing records).
4. The school psychologist understands the Problem-Solving Approach to assessment and intervention.
5. The school psychologist understands correct interpretation and application of data.

Disposition

1. The school psychologist recognizes the need for assessment that addresses specific issues of learning and behavior.
2. The school psychologist is committed to the ethical use of assessments that meet the standards of professional practice.

Performance

1. The school psychologist uses various models and methods of assessment as part of a systematic process to collect data and other information.
2. The school psychologist translates assessment results into empirically-based decisions about intervention and recommendations.
3. The school psychologist assists in creating intervention strategies linked to the assessment information.
4. The school psychologist evaluates the interventions and recommendations.

Standard 2: Consultation and Collaboration - The school psychologist understands effective behavioral, mental health, collaborative, and/or other consultation approaches to promote the learning and success of students.

Knowledge

1. The school psychologist knows the process of producing change in individuals and groups.

2. The school psychologist knows the various strategies and techniques of team building.
3. The school psychologist knows various strategies and techniques of team decision-making.
4. The school psychologist possesses the knowledge and skills necessary to facilitate communication and collaboration with students and teams consisting of school personnel, family members, community professionals, and others.
5. The school psychologist understands the factors necessary for effective interpersonal communication.
6. The school psychologist knows how to communicate effectively in oral and written form.

Disposition

1. The school psychologist recognizes that individuals and groups can change.
2. The school psychologist appreciates the importance of quality interpersonal relationships and communication to effectively deliver school psychological services.
3. The school psychologist recognizes the importance of input from students and teams consisting of school personnel, family members, community professional, and others.
4. The school psychologist recognizes that collaboration leads to effective school interventions.

Performance

1. The school psychologist promotes change at the levels of the individual student, classroom, building, district, and other agencies.
2. The school psychologist uses consultation and collaboration to facilitate the development of harmonious environments in schools and other settings and to promote the kinds of principles necessary to achieve consensus.
3. The school psychologist facilitates communication with students and teams consisting of school personnel, family members, community professionals, and others.
4. The school psychologist displays positive interpersonal skills by listening, adapting, addressing ambiguity, and being patient in difficult situations.
5. The school psychologist presents and disseminates information to diverse audiences.
6. The school psychologist communicates effectively in oral and written form.

Standard 3: Effective Instruction and Development of Cognitive and Academic Skills - The school psychologist understands learning theories and cognitive strategies and their application to the development of effective instructional strategies to promote student learning.

Knowledge

1. The school psychologist knows primary learning theories (e.g., behavioral, cognitive, and neurocognitive).
2. The school psychologist understands instructional strategies and learning styles.
3. The school psychologist knows principles of student-centered learning.
4. The school psychologist knows how to develop appropriate cognitive, academic, and career goals for students with different ability levels using a team approach.
5. The school psychologist understands current instructional theories and models.
6. The school psychologist knows evaluation techniques to measure instructional outcomes of intervention strategies and treatment integrity.

Disposition

1. The school psychologist recognizes the role of student-centered learning in helping students develop their abilities to be self-regulated learners.
2. The school psychologist recognizes the importance of a team approach to the implementation and evaluation of interventions.
3. The school psychologist recognizes the importance of staying current on instructional theories and models.

Performance

1. The school psychologist assists in implementing a variety of instructional methods to enhance student learning at the individual, group, and systems levels.
2. The school psychologist uses student-centered learning principles to help students become self-regulated learners.
3. The school psychologist, in collaboration with the student, parents, school personnel, and community professionals, sets individual learning goals, designs a learning process to achieve those goals, and assesses whether the goals have been achieved.
4. The school psychologist helps schools develop appropriate cognitive, academic, and career goals for students.
5. The school psychologist links assessment information to the development and implementation of instructional strategies to meet students' individual learning needs.
6. The school psychologist collects and maintains current information and research about advances in curriculum and instruction, and shares information with educators, parents, and the community.

7. The school psychologist uses appropriate assessment techniques to assess progress toward academic and career goals and assists in revising instructional methodology as necessary.
8. The school psychologist assesses treatment integrity and efficacy of intervention strategies.

Standard 4: Socialization and Development of Life Skills - The school psychologist understands human developmental processes; direct and indirect services, including consultation and behavioral assessment and intervention; and counseling applicable to the development of behavioral, affective, adaptive, and social skills.

Knowledge

1. The school psychologist understands the developmental processes of socialization and life skills of students with different abilities and developmental levels.
2. The school psychologist understands direct and indirect intervention strategies, including counseling and consultation.
3. The school psychologist knows the principles of behavior management.
4. The school psychologist understands conflict-management and problem-resolution strategies.
5. The school psychologist knows empowerment strategies for families, students, and caregivers.
6. The school psychologist understands the ecological impact of learning environments on success.
7. The school psychologist understands early childhood development and its impact on successful school transitions.

Disposition

1. The school psychologist recognizes the need for the use of varied intervention strategies consistent with developmental levels.
2. The school psychologist is committed to using sound behavior management principles.
3. The school psychologist recognizes that empowering the student and family assists in the development of positive socialization and life skills.
4. The school psychologist recognizes that environments impact a student's ability to learn.
5. The school psychologist recognizes that positive early developmental experiences and opportunities are critical for successful school transitions.

Performance

1. The school psychologist applies strategies for the development of life skills directly and indirectly through consultation and collaboration with teachers and parents.

2. The school psychologist uses a variety of intervention strategies consistent with developmental levels.
3. The school psychologist, using a Problem-Solving Approach, collaborates with students, teachers, parents, and caregivers in developing behavior management plans.
4. The school psychologist consults in the development and evaluation of conflict-management and problem-resolution programs and activities.
5. The school psychologist provides counseling services to enhance appropriate student behavior.
6. The school psychologist facilitates empowering students and their families to develop positive socialization and life skills.
7. The school psychologist consults with students, teachers, parents, and administrators regarding the structure and organization of classroom environments and how they impact learning.
8. The school psychologist works with parents and others concerned with early childhood development to promote awareness and effective educational services.

Standard 5: School Psychology Practice and Professional Development - The school psychologist understands the history and foundations of the profession; various service models and methods; public policy development applicable to services for students and their families; and ethical, professional, and legal standards.

Knowledge

1. The school psychologist understands the history and foundations of school psychology and related fields.
2. The school psychologist knows the service models and methods and the practices of the profession.
3. The school psychologist knows the appropriate ethical, professional, and legal standards.
4. The school psychologist understands the processes and procedures for public policy development.
5. The school psychologist knows the methods to evaluate personal needs for continuing professional development.

Disposition

1. The school psychologist is committed to providing current, quality services and practices to students and their families.
2. The school psychologist appreciates the importance of standards in governing professional conduct and practice.

3. The school psychologist recognizes that comprehensive school psychological services are essential to meeting the needs of students.
4. The school psychologist is committed to working with other professionals to advocate continuing professional development opportunities for all school personnel.
5. The school psychologist recognizes those areas in which he or she has training and expertise as well as personal limitations and biases.

Performance

1. The school psychologist researches current practices of related services.
2. The school psychologist adheres to applicable standards, service models and methods, and practices of the profession.
3. The school psychologist uses knowledge of professional and legal standards to advocate for the rights and welfare of children and families.
4. The school psychologist promotes the improvement of public policies and practices in schools and other settings.
5. The school psychologist maintains certification/licensure and attends continuing professional development activities.
6. The school psychologist identifies and pursues professional growth and skill development.

Standard 6: Student Diversity in Development and Learning - The school psychologist understands individual differences and abilities, and the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning.

Knowledge

1. The school psychologist understands individual differences in ability levels with respect to the development of instructional programs and other activities.
2. The school psychologist knows how to identify needs and modify instruction to enhance learning for individual students.
3. The school psychologist understands various cultures, backgrounds, and individual learning characteristics of students and their families.
4. The school psychologist knows how personal biases impact decision making and instruction that influence student progress.
5. The school psychologist knows appropriate practices related to assessment and the interpretation of results that reduce various biases.

6. The school psychologist understands biological, social, and cultural factors that influence student behavior.

Disposition

1. The school psychologist appreciates a diverse society and the uniqueness of each individual.
2. The school psychologist appreciates the need to interact with students in a variety of settings.

Performance

1. The school psychologist assists in the development of instructional programs and activities for a diverse student population.
2. The school psychologist assists schools and families in the modification and accommodation of instructional practices and materials sensitive to diverse student backgrounds and needs.
3. The school psychologist seeks opportunities to interact with students and learn about their needs and diverse backgrounds.
4. The school psychologist uses a wide variety of assessment procedures appropriate to the needs of a diverse student population.

Standard 7: Information and Instructional Technology - The school psychologist understands information sources, instructional resources, and technology relevant to professional practice and services for students.

Knowledge

1. The school psychologist knows a variety of information sources (e.g., Internet and professional journals).
2. The school psychologist knows how to use new technologies to enhance student services.
3. The school psychologist possesses current knowledge of instructional resources for students (e.g., instructional software and assistive technology).

Disposition

1. The school psychologist appreciates the need to stay current and knowledgeable about technological advances that assist students.

Performance

1. The school psychologist uses appropriate technologies to facilitate professional and student performance.
2. The school psychologist makes efficient use of technology (e.g., Internet and e-mail) to access information, current research, and professional development opportunities.
3. The school psychologist evaluates information sources.

Standard 8: School and Systems Organization, Policy Development, and Climate - The school psychologist understands schools and other settings as systems.

Knowledge

1. The school psychologist understands school and systems structure and organization.
2. The school psychologist understands principles of organizational development and systems theory.
3. The school psychologist knows how to implement and evaluate programs that promote safe and violent-free schools and communities.
4. The school psychologist understands leadership roles in the development and implementation of systems change.
5. The school psychologist understands funding mechanisms available to schools and communities that support physical and mental health services.
6. The school psychologist knows how to access resources to address a wide variety of behavioral, learning, mental, and physical characteristics.

Disposition

1. The school psychologist acknowledges the values of the communities represented in the school.
2. The school psychologist is committed to enhancing socialization skills (e.g., citizenship, respect, responsibility, and empathy).
3. The school psychologist appreciates the role of collaboration in accomplishing the mission of the school.
4. The school psychologist is committed to the use of supportive human resources (e.g., counselors, teachers, and parents) that contribute to students' learning and academic success.

Performance

1. The school psychologist applies principles of organizational development and systems theory to promote learning and to create climates of mutual respect, care, and support for all individuals in the system.
2. The school psychologist participates in the implementation and evaluation of programs that promote safe and violence-free schools and communities.
3. The school psychologist contributes to the development of school, agency, and community policies and procedures that promote effective programs and services for students and their families.

4. The school psychologist facilitates decision making and collaboration that fosters a commitment to effective services for students and their families.
5. The school psychologist accesses resources to address a wide variety of behavioral, learning, mental, and physical characteristics.

Standard 9: Prevention, Crisis Intervention, and Mental Health - The school psychologist understands human development and psychopathology and the associated biological, cultural, and social influences on human behavior.

Knowledge

1. The school psychologist knows current theory and research about child and adolescent development; psychopathology; biological, cultural, and social influences on behavior; societal stresses; crises in schools and communities; and other relevant areas.
2. The school psychologist knows the precursors that lead to students' learning and behavior problems.
3. The school psychologist understands strategies to address students' learning and behavior problems.
4. The school psychologist knows prevention programs and crisis intervention procedures.
5. The school psychologist understands diverse health issues (e.g., nutrition, eating disorders, teen pregnancy, AIDS, drug abuse, smoking, and stress-related disorders).

Disposition

1. The school psychologist is committed to using current prevention and intervention strategies as a way to shape and change behavior.
2. The school psychologist recognizes the need for direct counseling and indirect interventions for students who experience mental health problems that impair learning or socialization.
3. The school psychologist appreciates diversity within the student population as it relates to prevention and intervention activities.

Performance

1. The school psychologist develops, implements, and evaluates prevention programs based on recognition of the precursors that lead to students' learning and behavior problems.
2. The school psychologist participates in crisis response and collaborates with school personnel, parents, and the community in the aftermath of a crisis (e.g., suicide, death, natural disaster, murder, a bomb or bomb threat, extraordinary violence, and sexual harassment).
3. The school psychologist participates in and promotes physical and mental health programs for children in schools and other agencies.

4. The school psychologist facilitates environmental changes that support the physical and mental health of students.
5. The school psychologist accesses resources to address a wide variety of behavioral, learning, mental, and physical needs.

Standard 10: Home/School/Community Collaboration - The school psychologist understands how to work effectively with students, their families, educators, and others in the community to promote and provide comprehensive educational services.

Knowledge

1. The school psychologist knows how family systems influence students' cognitive, affective, and social development and resulting academic performance.
2. The school psychologist understands the importance of family involvement in education.
3. The school psychologist knows methods to promote collaboration between parents and educators that improve student performance.
4. The school psychologist understands diversity issues that affect home/school collaboration.
5. The school psychologist knows how family, home, peer, and community factors affect learning and achievement in school.
6. The school psychologist knows the local community services available to support students and their families.

Disposition

1. The school psychologist appreciates the influences of family systems on students' cognitive, affective, and social characteristics and on students' development and academic performance.
2. The school psychologist recognizes the importance of family involvement in education and methods to promote partnerships between parents and educators.
3. The school psychologist is sensitive to the effect of diversity (e.g., cultural and racial) on collaboration between school personnel and parents.
4. The school psychologist appreciates the impact of family, peers, and community on student learning and achievement.
5. The school psychologist recognizes the importance of using local community services to support students and their families.

Performance

1. The school psychologist applies knowledge of the influence of family systems on learning to maximize student performance.

2. The school psychologist facilitates and supports parent participation in educational decision-making activities (e.g., team meetings, schoolwide committees, and school improvement teams).
3. The school psychologist facilitates home-school communication, including assisting students and their families in accessing community-based services.
4. The school psychologist uses knowledge of diversity to enhance collaboration between parents and school personnel.
5. The school psychologist encourages and facilitates access to community resources that address family and home factors impacting student learning and achievement.
6. The school psychologist creates links to help schools, families, and community agencies coordinate services when programming for students involves multiple agencies.

Standard 11: Research and Program Evaluation - The school psychologist understands research, statistics, and evaluation methods.

Knowledge

1. The school psychologist knows the basic principles of research design and statistics used in psychological and educational research.
2. The school psychologist possesses sufficient knowledge of research and statistics to interpret and evaluate published research and to plan and conduct research.
3. The school psychologist knows appropriate program evaluation strategies and techniques.
4. The school psychologist understands psychometric principles that influence test selection and assessment methods.
5. The school psychologist knows the strengths and weaknesses of various research methods and designs and their impact on the interpretation of findings.

Disposition

1. The school psychologist recognizes the importance of appropriate program evaluation techniques.

Performance

1. The school psychologist applies knowledge of the principles of research design when conducting research.
2. The school psychologist uses an understanding of research methodology and design to evaluate the validity and relevance of others' research.
3. The school psychologist uses appropriate strategies when evaluating programs and interventions.

4. The school psychologist applies psychometric standards and principles in selecting and using assessment techniques and published tests.
5. The school psychologist maintains, accesses, and applies a current professional knowledge base of research findings, professional literature, and other information relevant to the job.

Idaho Standards for School Social Workers

Standard 1: National Standards - The school social worker meets the national standards of school social work practice.

Knowledge

1. The school social worker understands the National Association of Social Work (NASW) Standards for School Social Work Services.

Disposition

1. The school social worker is committed to the National Association of Social Work (NASW) Standards for School Social Work Services.

Performance

1. The school social worker practices within the guidelines of the National Association of Social Work (NASW) Standards for School Social Work Services.
2. The school social worker maintains state licensure.

Standard 2: School Climate - The school social worker understands the importance of a safe and positive school climate to maximize the development of all students' educational potential and social skills.

Knowledge

1. The school social worker understands the causes, manifestations, and impact of violence on students, families, schools, and communities.
2. The school social worker recognizes that all stakeholders (e.g., students, families, school personnel, and community members) have an impact on school climate.

Disposition

1. The school social worker recognizes that a safe school climate enhances students' learning potential.
2. The school social worker recognizes the importance of input from all stakeholders in creating a positive school climate.

Performance

1. The school social worker uses empirically based, current methods of prevention, early intervention, and treatment to create a safe and positive school environment.
2. The school social worker monitors the school climate and adjusts intervention strategies to meet the changing needs of schools.
3. The school social worker develops and implements programs that include members of the school and community to create a safe and positive school environment.

Standard 3: Students with Special Needs - The school social worker understands the importance of participating on a multidisciplinary team(s) to determine the education plan for students with special needs.

Knowledge

1. The school social worker understands the roles and responsibilities of all multidisciplinary team members, which include parents/guardians and students.
2. The school social worker understands the federal, state, and local mandates related to special education policies and procedures.
3. The school social worker understands the responsibilities and scope of practice as defined by his or her level of social work licensure.

Disposition

1. The school social worker is committed to advocating for the rights of students with disabilities and their families and to promoting responsible action by such individuals.
2. The school social worker is committed to working collaboratively with members of multidisciplinary teams.

Performance

1. The school social worker participates as a member of the multidisciplinary team responsible for determining special education eligibility.
2. The school social worker advocates for the rights of students with special needs and their families.
3. The school social worker participates on multidisciplinary teams at a level consistent with a license issued by the Idaho Board of Social Work Examiners.

